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THEOLOGICAL SEMINARY

EDUCATIONAL PAPERS:

A

SUPPLEMENT

TO THE

SOUTH INDIA MISSIONARY CONFERENCE REPORT.

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1880.

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PREFACE.

The following papers are published as a supplement to the Report of the South India Missionary Conference held at Bangalore in June 1879. The Memorial to the Madras Government, which began the controversy with the Director of Public Instruction, originated with the Madras Missionary Conference, but it was largely supported throughout the Presidency, as the names appended to it show, and was adopted by the South India Missionary Conference in the following Resolution :—

"That this Conference approves generally of the Memorandum regarding Aided Education addressed to his Grace the Governor in Council, and the Remarks on the Director's proposed rules ; and expresses its decided opinion that the matter should, if necessary, be carried to the highest authority."

Further, the Executive Educational Committee, which is responsible for the other papers, was appointed by the General Conference to watch over the interests of education throughout the Presidency. It is, therefore, only due to those who composed that Conference, and to others interested in Aided Education throughout the Presidency, to lay before them these papers.

The Educational Despatch of 1854 has been printed as the first Paper, because it is the authoritative exposition and enactment of the educational policy to be pursued in India, and because on it the Memorialists entirely take their stand. They may claim a special right to do so, as paragraph 96 of the Despatch says :—

"In Madras, where little has been yet done by Government to promote the education of the mass of the people, we can only

remark with satisfaction that the educational efforts of Christian Missionaries have been more successful among the Tamil population than in any other part of India; and *that the Presidency of Madras offers a fair field for the adoption of our scheme of education in its integrity*, by founding Government Anglo-Vernacular Institutions only where no such places of instruction at present exist, which might, by Grants-in-Aid and other assistance, adequately supply the educational wants of the people."

With the Despatch before them the readers of the Papers which follow will be able to judge whether the Memorialists have not made out their contention that the tendency of the Madras Educational administration in recent years has been in the opposite direction to that prescribed by the Despatch; and whether they are not right in claiming that if the policy of the Despatch is to be reversed, it be done openly, deliberately and by the high authority that imposed it. On these questions we now wait the decision of the Secretary of State for India.

The Memorial of the South India Missionary Conference regarding the Results' Grant Rules has been printed as Appendix A. As its main petitions were granted and embodied in the Results' Grant Rules given in Appendix B, it has not been thought necessary to print the tables and other papers connected with that Memorial.

The new Grant-in-Aid Code printed as Appendix B will be useful for reference to all interested in educational matters.

In the name of the Committee,

WILLIAM STEVENSON.

EDUCATIONAL PAPERS.

I. DESPATCH OF 1854.

Copy of a Despatch from the Court of Directors of the East India Company to the Governor-General of India in Council, dated July 19th, 1854, No. 49.

1. It appears to us that the present time, when by an Act of the Imperial Legislature the responsible trust of the Government of India has again been placed in our hands, is peculiarly suitable for the review of the progress which has already been made, the supply of existing deficiencies and the adoption of such improvements as may be best calculated to secure the ultimate benefit of the people committed to our charge.

2. Among many subjects of importance, none can have a stronger claim to our attention than that of Education. It is one of our most sacred duties to be the means, as far as in us lies, of conferring upon the natives of India those vast moral and material blessings which flow from the general diffusion of useful knowledge, and which India may under Providence derive from her connexion with England. For, although British influence has already, in many remarkable instances, been applied with great energy and success to uproot demoralising practices, and even crimes of a deeper dye, which for ages had prevailed among the natives of India, the good results of those efforts must, in order to be permanent, possess the further sanction of a general sympathy in the native mind which the advance of education alone can secure.

3. We have, moreover, always looked upon the encouragement of education, as peculiarly important, because calculated "not only to produce a higher degree of intellectual fitness, but to raise the moral character of those who partake of its advantages, and so to supply you with servants to whose probity you may with increased confidence commit offices of trust" in India, where the well-being of the people is so intimately connected with the truthfulness and ability of officers of every grade in all departments of the State. Public letter to Bengal, 5th Sept. 1827.

4. Nor, while the character of England is deeply concerned in the success of our efforts for the promotion of education, are her material interests altogether unaffected by the advance of European knowledge in India; this knowledge will teach the natives of India the marvellous results of the employment of

labour and capital, rouse them to emulate us in the development of the vast resources of their country, guide them in their efforts, and gradually, but certainly, confer upon them all the advantages which accompany the healthy increase of wealth and commerce; and, at the same time, secure to us a larger and more certain supply of many articles necessary for our manufactures and extensively consumed by all classes of our population, as well as an almost inexhaustible demand for the produce of British labour.

5. We have from time to time given careful attention and encouragement to the efforts which have hitherto been made for the spread of education, and we have watched with deep interest the practical results of the various systems by which those efforts have been directed. The periodical reports of the different Councils and Boards of Education, together with other official communications upon the same subject, have put us in possession of full information as to those educational establishments which are under the direct control of Government; while the evidence taken before the Committees of both Houses of Parliament upon Indian affairs has given us the advantage of similar information with respect to exertions made for this purpose by persons unconnected with Government, and has also enabled us to profit by a knowledge of the views of those who are best able to arrive at sound conclusions upon the question of education generally.

6. Aided, therefore, by ample experience of the past, and the most competent advice for the future, we are now in a position to decide on the mode in which the assistance of Government should be afforded to the more extended and systematic promotion of general education in India, and on the measures which should at once be adopted to that end.

Western learning to be promoted.

7. Before proceeding further, we must emphatically declare that the education which we desire to see extended in India is that which has for its object the diffusion of the improved arts, science, philosophy, and literature of Europe; in short, of European knowledge.

Eastern learning unsuitable.

8. The systems of science and philosophy which form the learning of the East abound with grave errors, and Eastern literature is at best very deficient as regards all modern discovery and improvements; Asiatic learning, therefore, however widely diffused, would but little advance our object. We do not wish to diminish the opportunities which are now afforded, in special institutions, for the study of Sanskrit, Arabic, and Persian literature, or for the cultivation of those languages, which may be called the classical languages of India. An acquaintance with the works contained in them is valuable for historical and antiquarian purposes, and a knowledge of the languages themselves is required in the study of Hindoo and

Mahomedan law, and is also of great importance for the critical cultivation and improvement of the vernacular languages of India.

9. We are not unaware of the success of many distinguished Oriental scholars in their praiseworthy endeavours to ingraft upon portions of Hindoo philosophy the germs of sounder morals and of more advanced science; and we are far from underrating the good effect which has thus been produced upon the learned classes of India, who pay hereditary veneration to those ancient languages and whose assistance in the spread of education is so valuable, from the honorable and influential position which they occupy among their fellow-countrymen. But such attempts, although they may usefully co-operate, can only be considered as auxiliaries, and would be a very inadequate foundation for any general scheme of Indian education.

Object—the education of the people.

10. We have also received most satisfactory evidence of the high attainments in English literature and European science which have been acquired of late years by some of the natives of India. But this success has been confined to but a small number of persons; and we are desirous of extending far more widely the means of acquiring general European knowledge, of a less high order, but of such a character as may be practically useful to the people of India in their different spheres of life. To attain this end it is necessary, for the reasons which we have given above, that they should be made familiar with the works of European authors, and with the results of the thought and labour of Europeans on the subjects of every description upon which knowledge is to be imparted to them; and to extend the means of imparting this knowledge must be the *object* of any general system of education.

Medium—the English language.

11. We have next to consider the manner in which our object is to be effected; and this leads us to the question of the *medium* through which knowledge is to be conveyed to the people of India. It has hitherto been necessary, owing to the want of translations or adaptations of European works in the vernacular languages of India, and to the very imperfect shape in which European knowledge is to be found in any works in the learned languages of the East, for those who desired to obtain a liberal education, to begin by the mastery of the English language as a key to the literature of Europe; and a knowledge of English will always be essential to those natives of India who aspire to a high order of education.

12. In some parts of India, more especially in the immediate vicinity of the Presidency towns, where persons who possess a knowledge of English are preferred to others in many employments, public as well as private, a very moderate proficiency in the English language is often looked upon by those who attend school instruction, as the end and object of their education, rather than as a necessary step to the improvement of their

general knowledge. We do not deny the value in many respects of the mere faculty of speaking and writing English, but we fear that a tendency has been created in these districts, unduly to neglect the study of the vernacular languages.

Vernacular instruction.

13. It is neither our aim nor desire to substitute the English language for the vernacular dialects of the country. We have always been most sensible of the importance of the use of the language which alone are understood by the great mass of the population. These languages, and not English, have been put by us in the place of Persian in the administration of justice, and in the intercourse between the officers of Government and the people. It is indispensable, therefore, that in any general system of education the study of them should be assiduously attended to. And any acquaintance with improved European knowledge which is to be communicated to the great mass of the people—whose circumstances prevent them from acquiring a high order of education, and who cannot be expected to overcome the difficulties of a foreign language—can only be conveyed to them through one or other of these vernacular languages.

14. In any general system of education, the English language should be taught where there is a demand for it; but such instruction should always be combined with a careful attention to the study of the vernacular language of the district, and with such general instruction as can be conveyed through that language. And while the English language continues to be made use of, as by far the most perfect *medium* for the education of those persons who have acquired a sufficient knowledge of it to receive general instruction *through* it, the vernacular languages must be employed to teach the far larger classes who are ignorant of, or imperfectly acquainted with English. This can only be done effectually through the instrumentality of masters and professors, who may, by themselves knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen, through the medium of their mother tongue, the information which they have thus obtained. At the same time, and as the importance of the vernacular languages becomes more appreciated, the vernacular literatures of India will be gradually enriched by translations of European books, or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people. We look, therefore, to the English language and to the vernacular languages of India together, as the *media* for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a schoolmaster possessing the requisite qualifications.

15. We proceed now to the machinery which we propose to

establish for the superintendence and direction of education. This has hitherto been exercised, in our Presidencies of Bengal, Madras, and Bombay, by Boards and Councils of Education, composed of European and Native gentlemen, who have devoted themselves to this duty with no other remuneration than the consciousness of assisting the progress of learning and civilisation; and, at the same time, with an earnestness and ability which must command the gratitude of the people of India, and which will entitle some honoured names amongst them to a high place among the benefactors of India and of the human race.

16. The Lieutenant-Governor of Agra has, since the separation of the educational institutions of the North-Western Provinces from those of Bengal taken upon himself the task of their management; and we cannot allow this opportunity to pass without the observation that, in this, as in all other branches of his administration, Mr. Thomason displayed that accurate knowledge of the condition and requirements of the people under his charge, and that clear and ready perception of the practical measures best suited for their welfare, which make his death a loss to India, which we deplore the more deeply as we fear that his unremitting exertions tended to shorten his career of usefulness.

Department of Education to be formed.

17. We desire to express to the present Boards and Councils of Education our sincere thanks for the manner in which they have exercised their functions, and we still hope to have the assistance of the gentlemen composing them in furtherance of a most important part of our present plan; but, having determined upon a very considerable extension of the general scope of our efforts, involving the simultaneous employment of different agencies, some of which are now wholly neglected, and others but imperfectly taken advantage of by Government, we are of opinion that it is advisable to place the superintendence and direction of education upon a more systematic footing, and we have therefore determined to create an Educational Department, as a portion of the machinery of our Government in the several Presidencies of India. We accordingly propose that an officer shall be appointed for each Presidency and Lieutenant-Governorship, who shall be specially charged with the management of the business connected with education, and be immediately responsible to Government for its conduct.

Inspectors.

18. An adequate system of inspection will also, for the future, become an essential part of our educational system; and we desire that a sufficient number of qualified inspectors be appointed, who will periodically report upon the state of those colleges and schools which are now supported and managed by Government, as well as of such as will hereafter be brought under Government inspection, by the measures that we propose to adopt. They will conduct, or assist at, the examination of the scholars at these institutions, and generally, by their advice, aid

the managers and schoolmasters in conducting colleges and schools of every description throughout the country. They will necessarily be of different classes, and may possess different degrees of acquirement, according to the higher or lower character of the institutions which they will be employed to visit; but we need hardly say that, even for the proper inspection of the lower schools, and with a view to their effectual improvement, the greatest care will be necessary to select persons of high character and fitting judgment for such employment. A proper staff of clerks and other officers will, moreover, be required for the educational departments.

Reports.

19. Reports of the proceedings of the inspectors should be made periodically, and these again should be embodied in the annual reports of the heads of the educational departments, which should be transmitted to us, together with statistical returns (to be drawn up in similar forms in all parts of India), and other information of a general character relating to education.

Provisional arrangements to be at once made at Madras, &c.

20. We shall send copies of this despatch to the Governments of Fort St. George and of Bombay, and direct them at once to make provisional arrangements for the superintendence and inspection of education in their respective Presidencies. Such arrangements as they may make will be reported to you for sanction. You will take similar measures in communication with the Lieutenant-Governors of Bengal and of Agra, and you will also provide in such manner as may seem advisable for the wants of the non-regulation Provinces in this respect. We desire that your proceedings in this matter may be reported to us with as little delay as possible; and we are prepared to approve of such an expenditure as you may deem necessary for this purpose.

21. In the selection of the heads of the educational departments, the inspectors, and other officers, it will be of the greatest importance to secure the services of persons who are not only best able, from their character, position, and acquirements, to carry our objects into effect, but who may command the confidence of the natives of India. It may perhaps be advisable that the first heads of the educational department, as well as some of the inspectors, should be members of our civil service; as such appointments in the first instance would tend to raise the estimation in which these offices will be held, and to show the importance we attach to the subject of education, and also as amongst them you will probably find the persons best qualified for the performance of the duty. But we desire that neither these offices, nor any others connected with education, shall be considered as necessarily to be filled by members of that service, to the exclusion of others, Europeans or Natives, who may be better fitted for them; and that, in any case, the scale of their remuneration shall be so fixed as publicly to recognise the important duties they will have to perform.

22. We now proceed to sketch out the general scheme of the measures which we propose to adopt. We have endeavoured to avail ourselves of the knowledge which has been gained from the various experiments which have been made in different parts of India for the encouragement of education; and we hope, by the more general adoption of those plans which have been carried into successful execution in particular districts, as well as by the introduction of other measures which appear to be wanting, to establish such a system as will prove generally applicable throughout India, and thus to impart to the educational efforts of our different Presidencies a greater degree of uniformity and method than at present exists.

23. We are fully aware that no general scheme would be applicable in all its details to the present condition of all portions of our Indian territories, differing, so widely as they do, one from another, in many important particulars. It is difficult, moreover, for those who do not possess a recent and practical acquaintance with particular districts to appreciate the importance which should be attached to the feelings and influences which prevail in each; and we have, therefore, preferred confining ourselves to describing generally what we wish to see done, leaving to you, in communication with the several local Governments, to modify particular measures so far as may be required, in order to adapt them to different parts of India.

24. Some years ago, we declined to accede to a proposal **Universities.** made by the Council of Education, and transmitted to us, with the recommendation of your Government, for the institution of an University in Calcutta. The rapid spread of a liberal education among the natives of India since that time, the high attainments shown by the native candidates for Government scholarships, and by native students in private institutions, the success of the Medical Colleges, and the requirements of an increasing European and Anglo-Indian population, have led us to the conclusion that the time is now arrived for the establishment of Universities in India, which may encourage a regular and liberal course of education, by conferring Academical Degrees as evidences of attainments in the different branches of art and science, and by adding marks of honour for those who may desire to compete for honorary distinction.

25. The Council of Education, in the proposal to which we have alluded, took the London University as their model; and we agree with them, that the form, government, and functions of that University (copies of whose charters and regulations we enclose for your reference) are the best adapted to the wants of India, and may be followed with advantage, although some variation will be necessary in points of detail.

26. The Universities in India will accordingly consist of a Chancellor, Vice-Chancellor, and Fellows, who will constitute

a Senate. The Senates will have the management of the funds of the Universities, and frame regulations for your approval, under which periodical examinations may be held in the different branches of art and science, by examiners selected from their own body, or nominated by them.

Degrees.

27. The function of the Universities will be to confer degrees upon such persons as, having been entered as candidates according to the rules which may be fixed in this respect, and having produced, from any of the "affiliated institutions," which will be enumerated on the foundation of the Universities, or be from time to time added to them by Government, certificates of conduct, and of having pursued a regular course of study for a given time, shall have also passed at the Universities such an examination as may be required of them. It may be advisable to dispense with the attendance required at the London University for the matriculation examination, and to substitute some mode of entrance examination which may secure a certain amount of knowledge in the candidates for degrees, without making their attendance at the Universities necessary, previous to the final examination.

28. The examinations for degrees will not include any subjects connected with religious belief; and the affiliated institutions will be under the management of persons of every variety of religious persuasion. As in England, various institutions in immediate connexion with the Church of England, the Presbyterian College at Caermarthen, the Roman Catholic College at Oscott, the Wesleyan College at Sheffield, the Baptist College at Bristol, and the Countess of Huntingdon's College at Cheshunt, are among the institutions from which the London University is empowered to receive certificates for degrees. So in India, institutions conducted by all denominations of Christians, Hindoos, Mahomedans, Parsees, Sikhs, Bhuddists, Jains, or any other religious persuasions, may be affiliated to the Universities, if they are found to afford the requisite course of study, and can be depended upon for the certificates of conduct which will be required.

Standard.

29. The detailed regulations for the examination for degrees should be framed with a due regard for all classes of the affiliated institutions; and we will only observe upon this subject, that the standard for common degrees will require to be fixed with very great judgment. There are many persons who will deserve the distinction of an Academical Degree, as the recognition of a liberal education, who could not hope to obtain it, if the examination was as difficult as that for the senior Government scholarships; and the standard required should be such as to command respect, without discouraging the efforts of deserving students, which would be a great obstacle to the success of the Universities. In the competitions for honours,

which, as in the London University, will follow the examinations for degrees, care should be taken to maintain such a standard as will afford a guarantee for high ability and valuable attainments; the subjects for examination being so selected as to include the best portions of the different schemes of study pursued at the affiliated institutions.

Professorships.

30. It will be advisable to institute, in connexion with the Universities, Professorships for the purpose of the delivery of lectures in various branches of learning, for the acquisition of which, at any rate in an advanced degree, facilities do not now exist in other institutions in India. Law is the most important of these subjects; and it will be for you to consider whether, as was proposed in the plan of the Council of Education to which we have before referred, the attendance upon certain lectures, and the attainment of a degree in law, may not, for the future, be made a qualification for vakeels and moonsiffs, instead of, or in addition to, the present system of examination, which must, however, be continued in places not within easy reach of an University.

Law.

Civil Engineering.

31. Civil Engineering is another subject of importance, the advantages of which, as a profession, are gradually becoming known to the natives of India; and while we are inclined to believe that instruction of a practical nature, such as is given at the Thomason College of Civil Engineering at Roorkee, is far more useful than any lectures could possibly be, Professorships of Civil Engineering might perhaps be attached to the Universities, and Degrees in Civil Engineering be included in their general scheme.

Languages.

32. Other branches of useful learning may suggest themselves to you, in which it might be advisable that lectures should be read, and special Degrees given; and it would greatly encourage the cultivation of the vernacular languages of India that Professorships should be founded for those languages, and, perhaps, also for Sanskrit, Arabic, and Persian. A knowledge of the Sanskrit language, the root of the vernaculars of the greater part of India, is more especially necessary to those who are engaged in the work of composition in those languages; while Arabic, through Persian, is one of the component parts of the Urdu language, which extends over so large a part of Hindustan, and is, we are informed, capable of considerable development. The grammar of these languages, and their application to the improvement of the spoken languages of the country, are the points to which the attention of these Professors should be mainly directed; and there will be an ample field for their labours unconnected with any instruction in the tenets of the Hindoo or Mahomedan religions. We should refuse to sanction any such teaching, as directly opposed to the principle of religious neutrality to which we have always adhered.

33. We desire that you take into your consideration the institution of Universities at Calcutta and Bombay, upon the general principles which we have now explained to you, and report to us upon the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India. The offices of Chancellor and Vice-Chancellor will naturally be filled by persons of high station, who have shown an interest in the cause of education; and it is in connexion with the Universities that we propose to avail ourselves of the services of the existing Council of Education at Calcutta, and Board of Education at Bombay. We wish to place these gentlemen in a position which will not only mark our sense of the exertions which they have made in furtherance of education, but will give it the benefit of their past experience of the subject. We propose, therefore, that the Council of Education at Calcutta, and the Board of Education at Bombay, with some additional members to be named by the Government, shall constitute the Senate of the University at each of those Presidencies.

34. The additional members should be so selected as to give to all those who represent the different systems of education which will be carried on in the affiliated institutions—including natives of India, of all religious persuasions, who possess the confidence of the native communities—a fair voice in the Senates. We are led to make these remarks, as we observe that the plan of the Council of Education, in 1845, for the constitution of the Senate of the proposed Calcutta University, was not sufficiently comprehensive.

35. We shall be ready to sanction the creation of an University at Madras, or in any other part of India, where a sufficient number of institutions exist from which properly qualified candidates for degrees could be supplied; it being in our opinion advisable that the great centres of European government and civilisation in India should possess Universities similar in character to those which will now be founded, as soon as the extension of a liberal education shows that their establishment would be of advantage to the native communities.

36. Having provided for the general superintendence of education, and for the institution of Universities, not so much to be in themselves places of instruction, as to test the value of the education obtained elsewhere, we proceed to consider, first, the different classes of colleges, and schools, which should be maintained in simultaneous operation, in order to place within the reach of all classes of the natives of India the means of obtaining improved knowledge suited to their several conditions of life; and, secondly, the manner in which the most effectual aid may be rendered by Government to each class of educational institutions.

37. The candidates for University degrees will, as we have

Affiliated Institutions.

already explained, be supplied by Colleges affiliated to the Universities. These will comprise all such institutions as are capable of supplying a sufficiently high order of instruction in the different branches of art and science, in which University degrees will be accorded. The Hindoo, Hooghly, Dacca, Kishnagur, and Berhampore Government Anglo-Vernacular Colleges, the Sanskrit College, the Mahomedan Madrissas, and the Medical College, in Bengal; the Elphinstone Institution, the Poonah College, and the Grant Medical College, in Bombay; the Delhi, Agra, Benares, Bareilly, and Thomason Colleges, in the North-Western Provinces; Seminaries, such as the Oriental Seminary in Calcutta, which have been established by highly educated natives, a class of places of instruction which we are glad to learn is daily increasing in numbers and efficiency; those which, like the Parental Academy, are conducted by East Indians; Bishop's College, the General Assembly's Institution, Dr. Duff's College, the Baptist College at Serampore, and other institutions under the superintendence of different religious bodies and Missionary Societies; will, at once, supply a considerable number of educational establishments, worthy of being affiliated to the Universities, and of occupying the highest place in the scale of general instruction.

38. The affiliated institutions will be periodically visited by Government Inspectors; and a spirit of honourable rivalry, tending to preserve their efficiency, will be promoted by this, as well as by the competition of their most distinguished students for University honours. Scholarships should be attached to them, to be held by the best students of lower schools; and their scheme of education should provide, in the Anglo-Vernacular Colleges, for a careful cultivation of the vernacular languages; and, in the Oriental Colleges, for sufficient instruction in the English and vernacular languages, so as to render the studies of each most available for that general diffusion of European knowledge which is the main object of education in India.

39. It is to this class of institutions that the attention of Government has hitherto been principally directed, and they absorb the greater part of the public funds which are now applied to educational purposes. The wise abandonment of the early views with respect to native education, which erroneously pointed to the classical languages of the East as the *Media* for imparting European knowledge, together with the small amount of pecuniary aid which, in the then financial condition of India, was at your command, has led, we think, to too exclusive a direction of the efforts of Government towards providing the means of acquiring a very high degree of education for a small number of natives of India, drawn, for the most part, from what we should here call the higher classes.

40. It is well that every opportunity should have been given

to those classes for the acquisition of a liberal European Education, the effects of which may be expected slowly to pervade the rest of their fellow-countrymen, and to raise, in the end, the educational tone of the whole country. We are, therefore, far from underrating the importance, or the success, of the efforts which have been made in this direction; but the higher classes are both able and willing, in many cases, to bear a considerable part at least of the cost of their education; and it is abundantly evident that in some parts of India no artificial stimulus is any longer required in order to create a demand for such an education as is conveyed in the Government Anglo-Vernacular Colleges. We have, by the establishment and support of these colleges, pointed out the manner in which a liberal education is to be obtained, and assisted them to a very considerable extent from the public funds. In addition to this, we are now prepared to give by sanctioning the establishment of Universities, full development to the highest course of education to which the natives of India, or of any other country, can aspire; and besides, by the division of University degrees and distinctions into different branches, the exertions of highly educated men will be directed to the studies which are necessary to success in the various active professions of life. We shall, therefore, have done as much as a Government can do to place the benefits of education plainly and practically before the higher classes in India.

Education of the mass of the people.

41. Our attention should now be directed to a consideration if possible, still more important, and one which has been hitherto, we are bound to admit, too much neglected; namely, how useful and practical knowledge, suited to every station in life, may be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts; and we desire to see the active measures of Government more especially directed, for the future, to this object, for the attainment of which we are ready to sanction a considerable increase of expenditure.

42. Schools—whose object should be, not to train highly a few youths, but to provide more opportunities than now exist for the acquisition of such an improved education as will make those who possess it more useful members of society in every condition of life—should exist in every district in India. These schools should be subject to constant and careful inspection; and their pupils might be encouraged by scholarships being instituted at other institutions which would be tenable as rewards for merit by the best of their number.

43. We include in this class of institutions those which, like the Zilla schools of Bengal, the district Government Anglo-Vernacular Schools of Bombay, and such as have been established by the Rajah of Burdwan and other native gentlemen in

different parts of India, use the English language as the chief medium of instruction; as well as others of an inferior order, such as the Tahsili schools in the North-Western Provinces, and the Government Vernacular Schools in the Bombay Presidency, whose object is, however imperfectly it has been as yet carried out, to convey the highest class of instruction which can now be taught through the medium of the vernacular languages.

44. We include these Anglo-vernacular and vernacular Schools in the same class, because we are unwilling to maintain the broad line of separation which at present exists between schools in which the *Media* for imparting instruction differ. The knowledge conveyed is, no doubt, at the present time, much higher in the Anglo-vernacular than in the vernacular Schools; but the difference will become less marked, and the latter more efficient, as the gradual enrichment of the vernacular languages in works of education allows their schemes of study to be enlarged, and as a more numerous class of schoolmasters is raised up able to impart a superior education.

45. It is indispensable, in order fully and efficiently to carry out our views as to these schools, that their masters should possess a knowledge of English in order to acquire, and of the vernaculars so as readily to convey useful knowledge to their pupils; but we are aware that it is impossible to obtain at present the services of a sufficient number of persons so qualified, and that such a class must be gradually collected, and trained in the manner to which we shall hereafter allude. In the meantime you must make the best use which is possible of such instruments as are now at your command.

46. Lastly, what have been termed indigenous schools should by wise encouragement, such as has been given under the system organised by Mr. Thomason in the North-Western Provinces, and which has been carried out in eight districts under the able direction of Mr. H. S. Reid in an eminently practical manner, and with great promise of satisfactory results, be made capable of imparting correct elementary knowledge to the great mass of the people. The most promising pupils of these schools might be rewarded by scholarships in places of education of a superior order.

47. Such a system as this, placed in all its degrees under efficient inspection; beginning with the humblest elementary instruction, and ending with the University test of a liberal education; the best students in each class of schools being encouraged by the aid afforded them towards obtaining a superior education as the reward of merit, by means of such a system of scholarships as we shall have to describe, would, we firmly believe, impart life and energy to education in India, and lead to a gradual, but steady, extension of its benefits to all classes of the people.

48. When we consider the vast population of British India, and the sums which are now expended upon educational efforts, which, however successful in themselves, have reached but an insignificant number of those who are of a proper age to receive school instruction, we cannot but be impressed with the almost insuperable difficulties which would attend such an extension of the present system of education by means of Colleges and Schools entirely supported at the cost of Government, as might be hoped to supply, in any reasonable time, so gigantic a deficiency, and to provide adequate means for setting on foot such a system as we have described, and desire to see established.

Native help.

49. Nor is it necessary that we should depend entirely upon the direct efforts of Government. We are glad to recognise an increased desire on the part of the native population, not only in the neighbourhood of the great centres of European civilisation, but also in remoter districts, for the means of obtaining a better education; and we have evidence in many instances of their readiness to give a practical proof of their anxiety in this respect by coming forward with liberal pecuniary contributions. Throughout all ages, learned Hindoos and Mahomedans have devoted themselves to teaching, with little other remuneration than a bare subsistence; and munificent bequests have not unfrequently been made for the permanent endowment of educational institutions.

Help of Missionary Societies.

50. At the same time, in so far as the noble exertions of societies of Christians of all denominations to guide the natives of India in the way of religious truth, and to instruct uncivilised races, such as those found in Assam, in the Cossya, Garrow, and Rajmehal hills, and in various districts of Central and Southern India (who are in the lowest condition of ignorance, and are either wholly without a religion, or are the slaves of a degrading and barbarous superstition), have been accompanied, in their educational establishments, by the diffusion of improved knowledge, they have largely contributed to the spread of that education which it is our object to promote.

By other than Government Agency.

51. The consideration of the impossibility of Government alone doing all that must be done in order to provide adequate means for the education of the natives of India, and of the ready assistance which may be derived from efforts which have hitherto received but little encouragement from the State, has led us to the natural conclusion that the most effectual method of providing for the wants of India in this respect will be to combine with the agency of the Government the aid which may be derived from the exertions and liberality of the educated and wealthy natives of India, and of other benevolent persons.

To be encouraged by grants in aid.

52. We have, therefore, resolved to adopt in India the system of grants in aid, which has been carried out in this country with

very great success; and we confidently anticipate, by thus drawing support from local resources, in addition to contributions from the State, a far more rapid progress of education than would follow a mere increase of expenditure by the Government; while it possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation.

53. The system of grants in aid which we propose to establish in India, will be based on an entire abstinence from interference with the religious instruction conveyed in the schools assisted. Aid will be given (so far as the requirements of each particular district, as compared with others, and the funds at the disposal of Government may render it possible) to all schools which impart a good secular education, provided that they are under adequate local management (by the term "local management," we understand one or more persons, such as private patrons, voluntary subscribers, or the trustees of endowments, who will undertake the general superintendence of the school, and be answerable for its permanence for some given time); and provided also that their managers consent that the schools shall be subject to Government inspection, and agree to any conditions which may be laid down for the regulation of such grants.

Fees however small to be required.

54. It has been found by experience, in this and in other countries, that not only is an entirely gratuitous education valued far less by those who receive it than one for which some payment, however small, is made, but that the payment induces a more regular attendance, and greater exertion, on the part of the pupils; and, for this reason, as well as because school fees themselves, insignificant as they may be in each individual instance, will, in the aggregate, when applied to the support of a better class of masters, become of very considerable importance, we desire that grants in aid shall, as a general principle, be made to such schools only (with the exception of normal schools) as require some fee, however small, from their scholars.

55. Careful consideration will be required in framing rules for the administration of the grants; and the same course should be adopted in India which has been pursued with obvious advantage by the Committee of Council here, namely, to appropriate the grants to *specific objects*, and not (except, perhaps, in the case of normal schools) to apply them in the form of simple contributions in aid of the general expenses of a school. The augmentation of the salaries of the head teachers and the supply of junior teachers, will probably be found in India, as with us, to be the most important objects to which the grants can ordinarily be appropriated. The foundation, or assistance in the foundation, of scholarships for candidates from

lower schools, will also be a proper object for the application of grants in aid. In some cases, again, assistance towards erecting, or repairing a school, or the provision of an adequate supply of school books, may be required; but the appropriation of the grant in each particular instance should be regulated by the peculiar circumstances of each school and district.

56. The amount, and continuance of the assistance given will depend upon the periodical reports of inspectors, who will be selected with special reference to their possessing the confidence of the native communities. In their periodical inspections, *no notice whatsoever* should be taken by them of the religious doctrines which may be taught in any school; and their duty should be strictly confined to ascertaining whether the secular knowledge conveyed is such as to entitle it to consideration in the distribution of the sum which will be applied to grants in aid. They should also assist in the establishment of schools, by their advice, wherever they may have opportunities of doing so.

57. We confide the practical adaptation of the general principles we have laid down as to grants in aid to your discretion, aided by the educational departments of the different Presidencies. In carrying into effect our views, which apply alike to all schools and institutions, whether male or female, Anglo-vernacular or vernacular, it is of the greatest importance that the conditions under which schools will be assisted should be clearly and publicly placed before the natives of India. For this purpose Government notifications should be drawn up, and promulgated, in the different vernacular languages. It may be advisable distinctly to assert in them the principle of perfect religious neutrality on which the grants will be awarded; and care should be taken to avoid holding out expectations which, from any cause, may be liable to disappointment.

58. There will be little difficulty in the application of this system of grants in aid to the higher order of places of instruction in India in which English is at present the medium of education.

59. Grants in aid will also at once give assistance to all such Anglo-vernacular and vernacular Schools as impart a good elementary education; but we fear that the number of this class of schools is at present inconsiderable, and that such as are in existence require great improvement.

60. A more minute and constant local supervision than would accompany the general system of grants in aid will be necessary in order to raise the character of the "indigenous schools," which are, at present, not only very inefficient in quality, but of exceedingly precarious duration, as is amply shown by the statistics collected by Mr. Adam in Bengal and Behar, and from the very important information we have received of late years from the North-Western Provinces. In organising such a

system, we cannot do better than to refer you to the manner in which the operations of Mr. Reid have been conducted in the North-Western Provinces, and to the instructions given by him to the Zillah and Pergunnah Visitors, and contained in the Appendix to his First Report.

61. We desire to see local management under Government inspection, and assisted by grants in aid, taken advantage of wherever it is possible to do so, and that no Government Colleges or Schools shall be founded, for the future, in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education. But, in order fully to carry out the views we have expressed with regard to the adequate provision of schools throughout the country, it will probably be necessary, for some years, to supply the wants of particular parts of India by the establishment, temporary support, and management of places of education of every class in districts where there is little or no prospect of adequate local efforts being made for this purpose, but where, nevertheless, they are urgently required.

Government schools not to be established where other efficient schools already exist.

62. We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants in aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State. But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay; and we, therefore, entirely confide in your discretion, and in that of the different local authorities, while keeping this object steadily in view, to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in different parts of India.

Direct Government education to be gradually discontinued.

63. The system of free and stipendiary Scholarships, to which we have already more than once referred as a connecting link between the different grades of educational institutions, will require some revision and extension in carrying out our enlarged educational plans. We wish to see the object proposed by Lord Auckland, in 1839, "of connecting the zillah schools with the central colleges, by attaching to the latter scholarships to which the best scholars of the former might be eligible," more fully carried out; and also, as the measures we now propose assume an organised form, that the same system may be adopted with regard to schools of a lower description, and that the best pupils of the inferior schools shall be provided for by means of scholarships in schools of a higher order, so that superior talent in every class may receive that encouragement and development which it deserves. The amount of the stipendiary scholarships

Scholarships to be established.

Minute, 24th November 1839, paras. 32 & 33.

should be fixed at such a sum as may be considered sufficient for the maintenance of the holders of them at the colleges or schools to which they are attached, and which may often be at a distance from the home of the students. We think it desirable that this system of scholarships should be carried out, not only in connexion with those places of education which are under the immediate superintendence of the State, but in all educational institutions which will now be brought into our general system.

64. We are, at the same time, of opinion that the expenditure upon existing Government scholarships, other than those to which we have referred, which amounts to a considerable sum, should be gradually reduced, with the requisite regard for the claims of the present holders of them. The encouragement of young men of ability, but of slender means, to pursue their studies, is no doubt both useful and benevolent, and we have no wish to interfere with the private endowments which have been devoted to so laudable an object, or to withdraw the additions which may have been made by us to any such endowments. But the funds at the disposal of Government are limited, and we doubt the expediency of applying them to the encouragement of the acquisition of learning, by means of stipends which not only far exceed the cost of the maintenance of the student, but in many cases are above what he could reasonably expect to gain on entering the public service, or any of the active professions of life.

65. We shall, however, offer encouragement to education which will tend to more practical results than those scholarships. By giving to persons who possess an aptness for teaching, as well as the requisite standard of acquirements, and who are willing to devote themselves to the profession of schoolmaster, moderate monthly allowances for their support during the time which it may be requisite for them to pass in normal schools, or classes, in order to acquire the necessary training, we shall assist many deserving students to qualify themselves for a career of practical usefulness, and one which will secure them an honourable competence through life. We are also of opinion, that admission to places of instruction, which, like the Medical and Engineering Colleges, are maintained by the State, for the purpose of educating persons for special employment under Government, might be made the rewards of industry and ability, and thus supply a practical encouragement to general education, similar to that which will be afforded by the educational service.

66. The establishment of Universities will offer considerable further inducements for the attainment of high proficiency, and thus supply the place of the present senior scholarships, with this additional advantage, that a greater number of subjects in which distinction can be gained will be offered to the choice of

students than can be comprised in one uniform examination for a scholarship, and that their studies will thus be practically directed into channels which will aid them in the different professions of life which they may afterwards adopt.

67. In England, when systematic attempts began to be made for the improvement of education, one of the chief defects was found to be the insufficient number of qualified schoolmasters, and the imperfect method of teaching which prevailed. This led to the foundation of normal and model schools for the training of masters, and the exemplification of the best methods for the organisation, discipline, and instruction of elementary schools. This deficiency has been the more palpably felt in India, as the difficulty of finding persons properly educated for the work of tuition is greater; and we desire to see the establishment, with as little delay as possible, of training schools, and classes, for masters, in each Presidency in India. It will probably be found that some of the existing institutions may be adapted, wholly or partially, to this purpose, with less difficulty than would attend the establishment of entirely new schools.

68. We cannot do better than refer you to the plan which has been adopted in Great Britain for this object, and which appears to us to be capable of easy adaptation to India. It mainly consists, as you will perceive on reference to the Minutes of the Committee of Council, copies of which we enclose, in the selection and stipend of pupil teachers (awarding a small payment to the masters of the schools in which they are employed, for their instruction out of school hours); their ultimate removal, if they prove worthy, to normal schools; the issue to them of certificates, on the completion of their training in those normal schools; and in securing to them a sufficient salary when they are afterwards employed as schoolmasters. This system should be carried out in India, both in the Government colleges and schools, and, by means of grants in aid, in all institutions which are brought under Government inspection. The amount of the stipends to pupil teachers and students at normal schools should be fixed with great care. The former should receive moderate allowances rather above the sums which they would earn if they left school, and the stipends to the latter should be regulated by the same principle which we have laid down with respect to scholarships.

69. You will be called upon, in carrying these measures into effect, to take into consideration the position and prospects of the numerous class of natives of India who are ready to undertake the important duty of educating their fellow-countrymen. The late extension of the pension regulations of 1831 to the educational service may require to be adapted to the revised regulations in this respect; and our wish is that the profession of schoolmaster may, for the future, afford inducements to the

natives of India such as are held out in other branches of the public service. The provision of such a class of schoolmasters as we wish to see must be a work of time; and, in encouraging the "indigenous schools," our present aim should be to improve the teachers whom we find in possession, and to take care not to provoke the hostility of this class of persons, whose influence is so great over the minds of the lower classes, by superseding them where it is possible to avoid it. They should, moreover, be encouraged to attend the normal schools and classes which may hereafter be instituted for this class of teachers.

Preparation of vernacular school books.

70. Equal in importance to the training of schoolmasters is the provision of vernacular school books, which shall provide European information to be the object of study in the lower classes of schools. Something has, no doubt, been done, of late years, towards this end, but more still remains to be done; and we believe that deficiencies might be readily and speedily supplied by the adoption of a course recommended by Mr. M. Elphinstone in 1825, namely, "That the best translations of particular books, or the best elementary treatises in the specified languages, should be advertised for, and liberally rewarded."

71. The aim should be, in compilation, and original compositions, (to quote from one of Mr. Adam's valuable reports upon the state of education in Bengal), "Not to translate European works into the words and idioms of the native languages, but so to combine the substance of European knowledge with native forms of thought and sentiment as to render the school books useful and attractive." We also refer with pleasure upon this point to some valuable observations by Mr. Reid, in his report which we have quoted before, more especially as regards instruction in geography. It is obvious that the local peculiarities of different parts of India render it necessary that the class-books in each should be especially adapted to the feelings, sympathies, and history of the people; and we will only further remark upon this subject, that the Oriental Colleges, besides generally tending, as we have before observed, to the enrichment of the vernacular languages, may, we think, be made of great use in the translation of scientific works into those languages, as has already been done to some extent in the Delhi, Benares, and Poonah colleges.

Report, 1850—1, paras. 298—308.

Education and the public service.

72. We have always been of opinion that the spread of education in India will produce a greater efficiency in all branches of administration, by enabling you to obtain the services of intelligent and trustworthy persons in every department of Government; and, on the other hand, we believe that the numerous vacancies of different kinds which have constantly to be filled up, may afford a great stimulus to education. The first object must be to select persons properly qualified to fill these situations: secondary to this is the consideration how

far they may be so distributed as to encourage popular education.

73. The resolutions of our Governor-General in Council of the 10th of October 1844, gave a general preference to well-educated over uneducated men in the admissions to the public service. We perceive, with much satisfaction, both from returns which we have recently received of the persons appointed since that year in the Revenue Department of Bengal, as well as from the educational reports from different parts of India, that a very considerable number of educated men have been employed under Government of late years; and we understand that it is often not so much the want of Government employment as the want of properly qualified persons to be employed by Government, which is felt, at the present time, in many parts of India.

74. We shall not enter upon the causes which, as we foresaw, have led to the failure of that part of the resolutions which provided for the annual submission to Government of lists of meritorious students. It is sufficient for our present purpose to observe that no more than 46 persons have been gazetted in Bengal up to this time, all of whom were students in the Government colleges. In the last year for which we have returns (1852), only two persons were so distinguished; and we can readily believe, with the Secretary to the Board of Revenue in Bengal, that young men who have passed a difficult examination in the highest branches of philosophy and mathematics, are naturally disinclined to accept such employment as persons who intend to make the public service their profession must necessarily commence with.

Letter of 6th April 1852, with returns in Revenue Department, Bengal.

Preference to be given to Educated Natives for Government employ.

75. The necessity for any such list will be done away with by the establishment of Universities, as the acquisition of a degree, and still more the attainment of University distinctions, will bring highly educated young men under the notice of Government. The resolutions in question will, therefore, require revision so as to adapt them practically to carry out our views upon this subject. What we desire is, that, where the other qualifications of the candidates for appointments under Government are equal, a person who has received a good education, irrespective of the place or manner in which it may have been acquired, should be preferred to one who has not; and that, even in lower situations, a man who can read and write be preferred to one who cannot, if he is equally eligible in other respects.

76. We also approve of the institution of examinations where practicable, to be simply and entirely tests of the fitness of candidates for the special duties of the various departments in which they are seeking employment, as has been the case in the Bombay Presidency. We confidently commit the encouragement of educated in preference to uneducated men to the different officers who are responsible for their selection; and we cannot

interfere by any further regulations to fetter their free choice in a matter of which they bear the sole responsibility.

77. We are sanguine enough to believe that some effect has already been produced by the improved education of the public service of India. The ability and integrity of a large and increasing number of the native judges, to whom the greater part of the civil jurisdiction in India is now committed, and the high estimation in which many among them are held by their fellow-countrymen, is, in our opinion, much to be attributed to the progress of education among these officers, and to their adoption along with it of that high moral tone which pervades the general literature of Europe. Nor is it among the higher officers alone that we have direct evidence of the advantage which the public derives from the employment of educated men.

Report on Public Instruction, Bengal, 1851-52, page 72.

We quote from the last Report of the Dacca College with particular satisfaction, as we are aware that much of the happiness of the people of India depends upon the honesty of the officers of police:—"The best possible evidence has been furnished," say the local committee, "that some of the ex-students of the college of Dacca have completely succeeded in the arduous office of darogha. Krishna Chunder Dutt, employed as a darogha under the Magistrate of Howrah, in particular, is recommended for promotion, as having gained the respect and applause of all classes, who, though they may not practise, yet know how to admire, real honesty and integrity of purpose."

78. But, however large the number of appointments under Government may be, the views of the natives of India should be directed to the far wider and more important sphere of usefulness and advantage which a liberal education lays open to them; and such practical benefits arising from improved knowledge should be constantly impressed upon them by those who know their feelings, and have influence or authority to advise or direct their efforts. We refer, as an example in this respect, with mingled pleasure and regret, to the eloquent addresses delivered by the late Mr. Bethune, when President of the Council of Education, to the students of Kishnagur and Dacca Colleges.

Medical Colleges.

79. There are some other points connected with the general subject of education in India upon which we will now briefly remark. We have always regarded with special interest those educational institutions which have been directed towards training up the natives of India to particular professions, both with a view to their useful employment in the public service, and to enable them to pursue active and profitable occupations in life. The medical colleges in different parts of India have proved that, in despite of difficulties which appeared at first sight to be insurmountable, the highest attainments in medicine and surgery are within the reach of educated natives of India; we shall be ready to aid in the establishment and support of such

places of instruction as the medical colleges of Calcutta and Bombay, in other parts of India. We have already alluded to the manner in which students should be supplied to these colleges, as well as to those for the training of civil engineers.

80. The success of the Thomason College of Civil Engineering at Roorkee has shown that, for the purpose of training up persons capable of carrying out the great works which are in progress under Government throughout India, and to qualify the natives of India for the exercise of a profession which, now that the system of railways and public works is being rapidly extended, will afford an opening for a very large number of persons, it is expedient that similar places for practical instruction in civil engineering should be established in other parts of India, and especially in the Presidency of Madras, where works of irrigation are so essential, not only to the prosperity of the country, but to the very existence of the people in times of drought and scarcity. The subject has been prominently brought under your notice in the recent reports of the Public Works Commissioners for the different Presidencies; and we trust that immediate measures will be taken to supply a deficiency which is, at present, but too apparent.

Practical instruction in Civil Engineering.

81. We may notice, in connexion with these two classes of institutions of an essentially practical character, the schools of industry and design, which have been set on foot from time to time in different parts of India. We have lately received a very encouraging report of that established by Dr. Hunter in Madras; and we have also been informed that Sir Jamsetjee Jejeebhoy, with his accustomed munificence, has offered to lay out a very considerable sum upon a like school in Bombay. Such institutions as these will, in the end, be self-supporting; but we are ready to assist in their establishment by grants in aid for the supply of models, and other assistance which they may advantageously derive from the increased attention which has been paid of late years to such subjects in this country. We enclose you the copy of a report which we have received from Mr. Redgrave upon the progress of the Madras school, which may prove of great value in guiding the efforts of the promoters of any similar institutions which may hereafter be established in India. We have also perceived with satisfaction, that the attention of the Council of Education in Calcutta has been lately directed to the subject of attaching to each zillah school the means of teaching practical agriculture; for there is, as Dr. Mouat most truly observes, "no single advantage that could be afforded to the vast rural population of India that would equal the introduction of an improved system of agriculture."

Schools of Industry and Design.

Report on Public Instruction, Bengal, 1851-52, Appendix, page clxxi.

82. The increasing desire of the Mahomedan population to acquire European knowledge has given us much satisfaction. We perceive that the Council of Education of Bengal has this

subject under consideration, and we shall receive with favour any proposition which may appear to you to be likely to supply the wants of so large a portion of the natives of India.

Female Education.

83. The importance of female education in India cannot be over-rated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters. By this means a far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men. We have already observed that schools for females are included among those to which grants in aid may be given; and we cannot refrain from expressing our cordial sympathy with the efforts which are being made in this direction. Our Governor-General in Council has declared, in a communication to the Government of Bengal, that the Government ought to give to native female education in India its frank and cordial support; in this we heartily concur, and we especially approve of the bestowal of marks of honour upon such native gentlemen as Rao Bahádur Maganbhái Karramchand, who devoted 20,000 Rupees to the foundation of two native female schools in Ahmedabad, as by such means our desire for the extension of female education becomes generally known.

Report on Public Instruction, Bengal, 1849-50, page 2.

Religious Instruction.

84. Considerable misapprehension appears to exist as to our views with respect to religious instruction in the Government institutions. Those institutions were founded for the benefit of the whole population of India; and, in order to effect their object, it was, and is, indispensable that the education conveyed in them should be exclusively secular. The Bible is, we understand, placed in the libraries of the colleges and schools, and the pupils are able freely to consult it. This is as it should be; and moreover, we have no desire to prevent, or discourage, any explanations which the pupils may, of their own free will, ask from the masters upon the subject of the Christian religion, provided that such information be given out of school hours. Such instruction being entirely voluntary on both sides, it is necessary, in order to prevent the slightest suspicion of an intention on our part to make use of the influence of Government for the purpose of proselytism, that no notice shall be taken of it by the inspectors in their periodical visits.

85. Having now finished the sketch that we proposed to give of the scheme for the encouragement of education in India, which we desire to see gradually brought into operation, we proceed to make some observations upon the state of education in the several Presidencies, and to point out the parts of our general plan which are most deficient in each.

State of education in Bengal.

86. In Bengal, education through the medium of the English language has arrived at a higher point than in any other part of India. We are glad to receive constant evidence of an increas-

ing demand for such an education, and of the readiness of the natives of different districts to exert themselves for the sake of obtaining it. There are now five Government Anglo-vernacular Colleges; and zillah schools have been established in nearly every district. We confidently expect that the introduction of the system of grants in aid will very largely increase the number of schools of a superior order; and we hope that, before long, sufficient provision may be found to exist in many parts of the country for the education of the middle and higher classes, independent of the Government institutions, which may then be closed, as has been already the case in Burdwan, in consequence of the enlightened conduct of the Rajah of Burdwan, or they may be transferred to local management.

87. Very little has, however, been hitherto done in Bengal for the education of the mass of the people, especially for their instruction through the medium of the vernacular languages. A few vernacular schools were founded by Government in 1844, of which only 33 now remain, with 1,400 pupils, and, upon their transfer, in April 1852, from the charge of the Board of Revenue to that of the Council of Education, it appeared that "they were in a languishing state, and had not fulfilled the expectations formed on their establishment."

88. We have perused, with considerable interest, the report of Mr. Robinson, Inspector of the Assam schools, of which there appear to be 74, with upwards of 3,000 pupils. Mr. Robinson's suggestions for the improvement of the system under which they are now managed appear to us to be worthy of consideration, and to approach very nearly to the principles upon which vernacular education has been encouraged in the North-Western Provinces. We shall be prepared to sanction such measures as you may approve of, to carry out Mr. Robinson's views.

89. But the attention of the Government of Bengal should be seriously directed to the consideration of some plan for the encouragement of indigenous schools, and for the education of the lower classes, which, like that of Mr. Thomason in the North-Western Provinces, may bring the benefits of education practically before them, and assist and direct their efforts. We are aware that the object held out by the Government of Agra to induce the agricultural classes to improve their education does not exist in Bengal: but we cannot doubt that there may be found other similar solid advantages attending elementary knowledge, which can be plainly and practically made apparent to the understandings and interests of the lower classes of Bengal.

90. We perceive that the scheme of study pursued in the Oriental Colleges of Bengal is under the consideration of the Council of Education, and it appears that they are in an unsatisfactory condition. We have already sufficiently indicated our views as to those colleges, and we should be glad to see them

placed upon such a footing as may make them of greater practical utility. The points which you have referred to us, in your letter of the 5th of May, relative to the establishment of a Presidency College in Calcutta, will form the subject of a separate communication.

North-Western Provinces.

91. In the North-Western Provinces the demand for education is so limited by circumstances fully detailed by the Lieutenant-Governor in one of his early reports, that it will probably be long before private efforts will become energetic enough to supply the place of the establishment, support, and management, by Government, of places of instruction of the highest grade, where there may be a sufficient reason for their institution.

92. At the same time, the system for the promotion of general education throughout the country, by means of the inspection and encouragement of indigenous schools, has laid the foundation of a great advancement in the education of the lower classes. Mr. Thomason ascertained, from statistical information, the lamentable state of ignorance in which the people were sunk, while the registration of land, which is necessary under the revenue settlement of the North-Western Provinces, appeared to him to offer the stimulus of a direct interest for the acquisition of so much knowledge, at least of reading and writing, of the simple rules of arithmetic, and of land measurement, as would enable each man to look after his own rights.

93. He therefore organised a system of encouragement of indigenous schools, by means of a constant inspection by Zillah and Pergunnah Visitors, under the superintendence of a visitor-general; while, at the head-quarters of each tahsildar, a school was established for the purpose of teaching "reading and writing the vernacular languages, both Urdu and Hindi accounts, and the mensuration of land." A school-house is provided by Government, and the masters of the Tahsili schools receive a small salary, and are further entitled to the tuition fees paid by the pupils, of whom none are educated gratuitously, except "on recommendations given by village schoolmasters who may be on the visitor's list." A certain sum is annually allotted to each zillah for the reward of deserving teachers and scholars; and the attention of the visitor-general was expressly directed to the preparation of elementary school-books in the vernacular languages, which are sold through the agency of the Zillah and the Pergunnah Visitors. We shall be prepared to sanction the gradual extension of some such system as this to the other districts of the Agra Presidency, and we have already referred to it as the model by which the efforts of other Presidencies for the same object should be guided.

Bombay.

94. In the Presidency of Bombay the character of the education conveyed in the Anglo-vernacular Colleges is almost, if not quite, equal to that in Bengal; and the Elphinstone Institution

is an instance of a college conducted in the main upon the principle of grant in aid, which we desire to see more extensively carried out. Considerable attention has also been paid in Bombay to education, through the medium of the vernacular languages. It appears that 216 vernacular schools are under the management of the Board of Education, and that the number of pupils attending them is more than 12,000. There are three Inspectors of the district schools, one of whom (Mahadeo Govind Shastri) is a native of India. The schools are reported to be improving, and masters trained in the Government Colleges have been recently appointed to some of them with the happiest effects. These results are very creditable to the Presidency of Bombay; and we trust that each Government school will now be made a centre from which the indigenous schools of the adjacent districts may be inspected and encouraged.

95. As the new revenue settlement is extended in the Bombay Presidency, there will, we apprehend, be found an inducement precisely similar to that which has been taken advantage of by Mr. Thomason, to make it the interest of the agricultural classes to acquire so much knowledge as will enable them to check the returns of the village accountants. We have learnt with satisfaction that the subject of gradually making some educational qualification necessary to the confirmation of these hereditary officers is under the consideration of the Government of Bombay, and that a practical educational test is now insisted upon persons employed in many offices under Government.

Madras, Missionary and Indigenous Schools.

96. In Madras, where little has yet been done by Government to promote the education of the mass of the people, we can only remark with satisfaction that the educational efforts of Christian Missionaries have been more successful among the Tamil population than in any other part of India; and that the Presidency of Madras offers a fair field for the adoption of our scheme of education in its integrity, by founding Government Anglo-vernacular institutions only where no such places of instruction at present exist, which might, by grants in aid and other assistance, adequately supply the educational wants of the people. We also perceive with satisfaction that Mr. Daniel Eliott, in a recent and most able Minute upon the subject of education, has stated that Mr. Thomason's plan for the encouragement of indigenous schools might readily be introduced into the Madras Presidency, where the Ryotwari settlement offers a similar practical inducement to the people for the acquisition of elementary knowledge.

Summary.

97. We have now concluded the observations which we think it is necessary to address to you upon the subject of the education of the natives of India. We have declared that our object is to extend European knowledge throughout all classes of the

people. We have shown that this object must be effected by means of the English language in the higher branches of instruction, and by that of the vernacular languages of India to the great mass of the people. We have directed such a system of general superintendence and inspection by Government to be established, as will, if properly carried out, give efficiency and uniformity to your efforts. We propose by the institution of Universities to provide the highest test and encouragement of a liberal education. By sanctioning grants in aid of private efforts, we hope to call to the assistance of Government private exertions and private liberality. The higher classes will now be gradually called upon to depend more upon themselves; and your attention has been more especially directed to the education of the middle and lower classes, both by the establishment of fitting schools for this purpose, and by means of a careful encouragement of the native schools which exist, and have existed from time immemorial, in every village, and none of which perhaps cannot in some degree be made available to the end we have in view. We have noticed some particular points connected with education, and we have reviewed the condition of the different Presidencies in this respect, with a desire to point out what should be imitated, and what is wanting, in each.

98. We have only to add, in conclusion, that we commit this subject to you with a sincere belief that you will cordially co-operate with us in endeavouring to effect the great object we have in hand, and that we desire it should be authoritatively communicated to the principal officers of every district in India, that henceforth they are to consider it to be an important part of their duty, not only in that social intercourse with the natives of India, which we always learn with pleasure that they maintain, but also with all the influence of their high position, to aid in the extension of education, and to support the inspectors of schools by every means in their power.

99. We believe that the measures we have determined upon are calculated to extend the benefits of education throughout India; but, at the same time, we must add that we are not sanguine enough to expect any sudden, or even speedy, results to follow from their adoption. To imbue a vast, and ignorant, population with a general desire for knowledge, and to take advantage of that desire when excited to improve the means for diffusing education amongst them, must be a work of many years; which, by the blessing of Divine Providence, may largely conduce to the moral and intellectual improvement of the mass of the natives of India.

100. As a Government, we can do no more than direct the efforts of the people, and aid them wherever they appear to require most assistance. The result depends more upon them than

upon us; and although we are fully aware that the measures we have now adopted will involve in the end a much larger expenditure upon education from the revenues of India, or, in other words, from the taxation of the people of India, than is at present so applied, we are convinced, with Sir Thomas Munro, in words used many years since, that any expense which may be incurred for this object, "will be amply re-paid by the improvement of the country; for the general diffusion of knowledge is inseparably followed by more orderly habits, by increasing industry, by a taste for the comforts of life, by exertion to acquire them, and by the growing prosperity of the people."

We are, &c.,

(Signed) J. OLIPHANT. W. J. EASTWICK.
E. MACNAGHTEN. R. D. MANGLES.
C. MILLS. J. P. WILLOUGHBY.
R. ELLICE. J. H. ASTELL.
J. W. HOGG. F. CURRIE.

II. MEMORIAL TO HIS GRACE THE GOVERNOR IN COUNCIL.

TO

HIS GRACE THE GOVERNOR IN COUNCIL,
FORT SAINT GEORGE.

The Memorial of the undersigned representatives of various Missionary Societies and others engaged in Education in this Presidency.

HUMBLY SHEWETH,

Your Memorialists, who represent various Missionary Societies and other bodies largely engaged in the work of education throughout this Presidency, desire humbly to approach Your Grace with reference to the working of the Grant-in-Aid system, to ask the attention of Your Grace in Council to certain features in the educational administration by which the due operation of that system seems to be limited and hindered, and to pray that such measures may be devised as may seem best fitted to promote the free development of the Educational Policy for India declared by Her Majesty's Government, and cordially adopted by Your Grace in Council.

2. Your Memorialists base their present representation on the Educational Despatch of 1854, in which Her Majesty's Government laid down the following liberal lines as the policy to be pursued in the education of the people of India :

(1). Her Majesty's Government declare that they have been led to the "conclusion, that the most effectual method of providing for the wants of India in this respect will be to combine with the agency of Government the aid which may be derived from the exertions and liberality of the educated and wealthy natives of India and of other benevolent persons."

(2). The mode in which independent agency was to be fostered, and their anticipations of its effect are set forth in the following paragraph :—

"We have, therefore, resolved to adopt in India the system of Grants-in-Aid which has been carried out in this country (England) with very great success ; and we confidently anticipate, by thus drawing support from local resources, in addition to contributions from the State, a far more rapid progress of education than would follow a mere increase of expenditure by the Government; while it possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation."

(3). With regard to the system of administration, the following general directions are laid down :—

"We desire to see local management under Government inspection, and assisted by Grants-in-Aid, taken advantage of whenever it is possible to do so, and that no Government Colleges or Schools shall be founded for the future, in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education."

(4). Although Her Majesty's Government were of opinion that it would "probably be necessary for some years, to supply the wants of particular parts of India by the establishment, temporary support and management of places of education of every class in districts where there was little or no prospect of adequate local efforts being made for this purpose ;" yet it was intended that the maintenance of purely Government Schools and Colleges should be only temporary, and that they should gradually be withdrawn, as the growth of independent institutions made it possible to be done. On this point the following words are clear :—

"We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of Grants-in-Aid, and when many of the existing Government Institutions, especially those of the higher order, may be safely closed or transferred to the management of local bodies under the control of and aided by the State."

3. Your Memorialists gratefully acknowledge that the policy embodied in this Despatch has been fully approved by the Madras Government, and they are glad to observe that Your Grace in Council, in an Order on the last published Report of the Director of Public Instruction, gave expression to it in the following terms :—

"Looking therefore to the increasing demands upon the State for Grants-in-Aid, and the cheapness of the system, it is as much the true as it is the admitted policy of Government since the Despatch of 1854, to reduce gradually expenditure on Government institutions, where there is a Private, Local or Municipal School doing equally good work, and capable of continuing it. The Director will bear this principle in mind, and, wherever and whenever the opportunity occurs, act in accordance therewith."

With these words before us, Your Memorialists cannot but be fully satisfied as to the purpose of Your Grace in Council ; and the remarks which occur in connection with them render it unnecessary for us to vindicate the preferability of the aided system on the ground of economy, not to speak of its influence in fostering the spirit of freedom and local self-government.

4. Turning now to the practical administration of the policy, Your Memorialists gratefully remember that in 1864 full effect was given to it in this Presidency by the introduction of a Revised Code of Rules for Grants-in-Aid, in which the main principle adopted was that of salary grants. These Rules were framed only after the fullest enquiry and consultation with the representatives of all bodies engaged in educational work throughout the Presidency, and the scheme made it possible for a well-equipped and efficient school to obtain the most liberal aid.

5. By the adoption of this Code a powerful stimulus was given to the progress of aided education. Missionary Societies and other bodies engaged in educational work now felt that full effect was likely to be given to the principles laid down in the educational Despatch, and the anticipations, which we have quoted above, expressed in that Despatch, were speedily realised. At the close of 1863-64, the year immediately preceding the introduction of the Revised Rules for Grants-in-Aid, there were on the rolls of aided institutions 20,095 pupils, and the Grants-in-Aid during that year amounted to Rs. 50,642-9-7. Six years later, at the close of 1869-70, aided institutions had on their rolls 95,035 pupils, and received in Grants-in-Aid during that year Rs. 3,07,881-14-7. Such a development of independent education would manifestly have been impossible but for the liberal scheme established by the Madras Government in accordance with the policy of the Despatch ; and the further development of aided agencies or their continuance will doubtless depend on the effective application of the same liberal principles.

6. In 1869 the financial necessities of the Government led to a restriction being imposed on the issue of new Grants-in-Aid, except for Girls' Schools. This restriction, however, it was hoped, was only to be temporary. In reply to a Memorial, addressed in the beginning of 1871, to His Excellency, Lord Napier, by members of the Madras Missionary Conference and others connected with aided education, His Excellency the Governor in Council in an Order dated 6th March 1871, "resolves to intimate to the gentlemen who have addressed the Government, that he is fully alive to the importance of maintaining the development of the Grant-in-Aid system, and that the present restrictions will be removed as soon as the state of the funds available to this Government for educational purposes will allow."

Relying on the conditional promise thus made, independent bodies have continued and even extended their efforts, but the restriction has not yet been withdrawn.

7. When we compare the expenditure on Grants-in-Aid from Provincial Funds for 1869-70 with that for 1876-77 as given in the Director's Reports, we find that it has not increased but diminished, having fallen from Rs. 3,07,881-14-7 in the former year to Rs. 2,78,682-2-4 in the latter. During the same period,

however, we observe that the gross expenditure on Government Colleges and Schools for general education from the same funds had risen from Rs. 2,13,827-8-2 to Rs. 3,09,999-7-6. In other words, while Grants-in-Aid had been during these seven years reduced by 9·4 per cent., the expenditure on direct Government education had increased by 45 per cent. Your Memorialists do not take it upon them to judge how it became necessary to increase so largely the outlay on Government institutions, which admittedly do their work at much greater cost to the State than aided institutions, while a restriction was maintained on the legitimate operation of the Grant-in-Aid scheme; but they respectfully submit that *primâ facie* it would have been more in accordance with the declared policy of Government, if the additional funds had been expended on fostering aided education. It is unnecessary also to point out to your Grace that if the larger funds available for education are absorbed by Government institutions, the hope of seeing the restriction removed as promised, and the Grant-in-Aid scheme carried out in its entirety, must be abandoned. At the same time the confidence of independent agencies in the encouraging policy of Government must correspondingly be weakened, and their efforts in the cause of education restrained.

8. Your Memorialists would here beg to state that they do not object to a revision of the present Grant-in-Aid rules, or to any modification of them, which, on due consideration of the progress of education or other circumstances, may seem advisable. What alone they deprecate is any tendency to reverse the declared policy of Government—the policy, *viz.*, of fostering and extending aided education in preference to a purely Government system,—or to hinder by special restrictions the free operation of any well considered Grant-in-Aid scheme framed in accordance with this policy. That your Memorialists have good grounds to entertain serious apprehensions regarding this matter will appear not only from the contrast already pointed out between the increased expenditure on Government Institutions on the one hand, and the diminished Grants-in-Aid on the other, but from the following instances to which we crave the special attention of your Grace in Council.

(1). Your Memorialists have to complain that important changes are made in the administration of the Grant-in-Aid scheme without due consideration being shown to the bodies specially interested, and without any opportunity being given to express their opinion regarding arrangements by which they are materially affected, until remonstrance has become too late. In January last, for example, an order was issued by the Director of Public Instruction largely reducing the grants to aided Institutions in Madras, without any previous consultation with the Managers, and making the reduction take effect from 1st April, thus allow-

ing only the very inadequate period of little more than two months to make provision for the extra charges thus thrown on them.

It appears, further, from the Director's letter to Government of 13th December 1878, that he submitted to Government in January of last year a revised Code of Rules for salary grants, and that this Code is now under the consideration of your Grace's Government. The Director's proposals have been submitted without any consultation with the Managers of the Educational Agencies to which they are to be applied, or any information being vouchsafed as to their nature and bearing. Up to the present moment all representatives of aided education are in entire ignorance of the new scheme under which they may find themselves placed without previous warning. This procedure is in such complete contrast with that followed when the Revised Rules of 1864 were framed, that your Memorialists cannot but fear that it may indicate a different line of policy.

(2). Your Memorialists beg to point, secondly, to the enlargement of the school department of the Presidency College, through the opening of the lower classes in 1875-76. The Director justified this measure on the ground that it was necessary to strengthen the Presidency College, and that it would involve no additional expense. Even if we set aside for the moment the Educational Despatch of 1854, and admit that the strengthening of the Presidency College against aided Institutions were a legitimate end in itself, we cannot admit that as a College it needed such a buttress. The calculation, moreover, that the new classes would be self-supporting can only have been made by leaving out of account in respect of them all charges for buildings, general management, servants, pensions to masters, and the like. However this may have been, the expectation has not been fulfilled, for it appears from the Director's Report for 1876-77 that while the total expenditure of the middle department formed by these classes was Rs. 3,978-14-2, the income from fees was only Rs. 1,940-8 or not quite a half of the expense. But what we desire mainly to call your Grace's attention to in connection with this case is, that there was no need in Madras of these new classes, and that they could only be supplied by drawing away pupils from aided Institutions, which were perfectly adequate to educate them. The weakening effect on these Institutions must have been the greater that such an influential Government Institution as the Presidency College would naturally draw to itself the best pupils. Your Memorialists must respectfully submit that they cannot see how this measure can be reconciled with the instruction of the Despatch which lays down that no "Government School shall be founded for the future in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education."

(3). Your Memorialists beg leave to point, thirdly, to the action of Government with regard to the Madras Christian College. This Institution, which is the only fully-developed College amongst aided institutions and in whose management almost all the Missionary Societies engaged in education have now a part, deserves the fullest consideration on the ground both of its efficiency and of its representative character. But while during the last few years it has greatly grown, and its expenditure has therefore largely increased, the aid given to it has, notwithstanding repeated and pressing applications, remained stationary. At present it receives as a Grant-in-Aid rather less than 20 per cent. of its cost, although while still in a partially developed condition, it was receiving like other aided institutions about 40 per cent. This refusal of increased aid might possibly be justified on the ground of want of funds ; though, as we have shown above, funds were found during the same period for a greatly increased expenditure on direct Government Education. But it might reasonably have been expected that the first opportunity would be seized, when funds were available, to give it some of the additional aid to which it was entitled. Such an opportunity presented itself when the reduction of grants to schools in Madras was recently made. But while the Director allows that a College requires more aid than a School, he assigns to the College Department of this Institution only Rs. 450 a month, although it has a staff of six Professors, two Assistant Professors, and other Officers, involving an expenditure of six times that sum. At the same time he reduces the grant to the School Department to Rs. 150 a month. The effect of the whole arrangement is to reduce the grant to the Madras Christian College by nearly Rs. 3,000 a year, even though that grant is already less than a fifth of the entire expenditure. Your Memorialists respectfully submit that such treatment of an aided institution of this kind is calculated to awaken the gravest apprehension as to the tendency of the present educational administration, and to justify them in calling the attention of your Grace in Council to the case.

(4). The fourth and last instance to which Your Memorialists would point is the action recently taken regarding the Government schools at Cuddalore and Salem. At each of these towns there is a Grant-in-Aid school, side by side with the Government school, and competing with it on equal terms. Each was plainly a case in which, according to the principles of the Despatch, the aided school should have been fostered, and as soon as it was capable of supplying the educational wants of the place, the Government school have been withdrawn. It is laid down in the Despatch that this is the process to be followed specially in the case of higher schools. Instead of this we hear with deep regret and apprehension that the Zillah schools have

been erected into Provincial schools with a Collegiate department. There does not seem, in our humble opinion, to be any justification for this step in either case on the ground of necessity: there are Collegiate schools at no great distance, to which those may resort who wish to prosecute their studies beyond the matriculation standard. On the other hand various results will follow which are much to be deplored. In the first place, the aided schools can no longer compete on equal terms with the Government schools, but are most likely to be beaten out of the field. Secondly, the change will in each case involve a very heavy additional expenditure, as a Collegiate department, especially when it is small, involves heavy charges and yields but a small income. In present circumstances when the free operation of the Grant-in-Aid system is entirely hindered from want of funds, and grants are being reduced because of pressing necessities, we respectfully submit that an additional outlay on direct Government education of in all likelihood not less than Rs. 10,000 a year is greatly to be deprecated. Lastly, such action is calculated to have the worst effect on all independent agencies, as it seems to threaten the reversal of the declared policy of Government, and to manifest a purpose to foster purely Government education in opposition to and at the direct expense of aided institutions.

9. We therefore pray your Grace in Council to take the foregoing into your gracious consideration, and specially to favour Your Memorialists with an answer on the following points:—

(1). Whether it may not be possible to give free operation to a Grant-in-Aid scheme framed in accordance with the policy declared in the Despatch of 1854:

(2). Whether the Revised Rules now submitted by the Director may not be published for the consideration of those interested in aided education, before your Grace in Council passes final orders upon them:

(3). Whether some representatives of aided education might not be appointed to consult with the Director or with Government regarding matters directly affecting that important branch of educational agency: and

(4). Whether in the instances to which we have pointed as appearing to our humble judgment to be out of harmony with the policy prescribed by the Educational Despatch and by your Grace in Council, the resolutions arrived at may not be reconsidered.

And Your Memorialists will ever pray, &c.

MADRAS, *March* 1879.

Signed by

A. H. Arden, Secy. C. M. S.
J. M. Strachan, Secy. S. P. G.
Edward Sell, C. M. S.
James Cooling, W. M. S.
D. Sinclair, Ch. of Scotland Mission.
Walter Joss, L. M. S.
John Cook, Doveton Protestant Col.
J. T. Margoschis, S. P. G.
William Miller, Principal, Christian College.
William Stevenson, Secy. F. C. S. M.
James Shaw, Methodist Episcopal Church.
C. Rnuganadham, L. M. S.
Daniel Jacob, Church of Scotland Mission.
F. Wilkinson, L. M. S.
W. T. Sathyanadhan, C. M. S.
Geo. Patterson, W. M. S.
P. J. Evers, W. M. S.
William Burgess, W. M. S.
C. Michie Smith.
Geo. Milne Rae, Madras Christian College.
William Elder, F. C. S. M.
L. Jewett, Amer. Bap. Tel. Mission.
F. G. Davis, Meth. Ep. Church.
Andrew Dowsley, Ch. of Scot. Mis.
J. Murdoch, Ch. Ver. Ed. Society.
G. M. Cobban, W. M. S.
M. A. Coopoosawmy Rao, W. M. S.
T. E. Slater, L. M. S.
P. Rajahgopaul, F. C. S. M.
F. Madras.
R. Caldwell, Bishop.
R. M. Bauboo, F. C. S. M.
V. Simeon, C. M. S.
S. W. Organe.
R. Handmann, Evangelical Lutheran Mission.
Joseph Cornelius, C. M. S.
J. L. Duffield, Sunday School Teacher.
W. Stokes, Kaity, Neilgherries.
M. Meig, do. do.
J. Layer, do. do.
W. Schmolk, Tellicherry, Malabar.
L. G. Hanhart, Palghaut, do.
Ad. Ruhland, do. do.
G. Wagner, Codacal, do.
J. Knobloch, Calicut, do.
G. Kuhnle, do. do.
S. Walter, Chombala, do.
S. Frohnmeyer, Tellicherry, do.
E. Liebendoerfer, do. do.
E. Diez, Cannanore, do.
J. Lauffer, Chowa, do.
C. T. P. Luxmoore.
Geo. Bidie.
Spencer A. Shutie, B.A., Head Master S. P. G., Ramnad.
George Billing, B.A., S. P. G., Ramnad.
E. Unangst.
A. D. Rowe.
E. Sherman.
Robert P. Gell.
L. L. Uhl, Am. Mis. Sch., Guntoor.
W. X. G. Herre.
H. Brunotte.
A. F. Wolff.
H. Wannske.
A. Gehring.
C. A. Ouchterlony.
D. Bergstedt.
T. Paesler.
C. F. Kremmer.
C. J. Sandegren.
A. V. Timpany, Cocanada.
John Craig, do.
W. F. Armstrong, Chicacole.
C. E. Thompson, do.
B. Paul, do.
G. Churchill, Bobbilly.
R. Stanes, Coimbatore High School.
William Robinson, Coimbatore.
H. A. Hutchison, L. M. S., Coimbatore.
John Clay, S. P. G.
Arther Inman, S. P. G.
R. D. Shepherd, S. P. G.
J. W. Scudder.
H. M. Scudder, M.D.
G. W. Legate.
Jacob Chamberlain.
J. H. Wyckoff.
J. Nallathumbi, A. M. S., Arcot.
Martin Luther, do.
Arthur Margoschis, S. P. G.
Alfred Morgan, C. M. S., Godavery.
George Fryar, W. M. S.
J. M. Thompson, W. M. S.
E. J. Gloria, do
Henry Little, do.
George Hobday, do.
J. Dixon, do.
R. Arumainayagam, do.
J. R. Slater, do.
A. F. Barley, do.
R. S. Boulter, do.
J. B. Coles, L. M. S., Bellary.
Edwin Lewis, do. do.
E. Haines, do. do.
Maurice Phillips, L. M. S., Salem.
G. O. Newport, L. M. S., Travancore.

M. Ruthnum, C. M. S., Bezwadah.
J. M. N. Schwarz, Leip. Luth. Mis., Tranquebar.
A. Bloomstrand, Leip. Luth. Mission.
K. Ihlefeld, Leip. L. M., Tranquebar.
J. Kabis, Lutheran Mission.
K. Pamperrien, do. School.
Edw. Sargent, Bishop, C. M. S.
A. H. Lash, do.
H. Schaffter, C. M. S.
T. Kember, do.
J. E. Padfield, C. M. S., Training Institution, Masulipatam.
E. Noel Hodges, Noble School Institution.
Arthur W. Poole, do. do.
Henry Wm. Eales, C. M. S. do.
C. S. Elliot, Madras.

III. ORDER OF MADRAS GOVERNMENT.

EDUCATIONAL DEPARTMENT.

Proceedings of the Madras Government.

Read the following Memorial from the Rev. A. H. Arden, Secretary, Church Missionary Society, and other Gentlemen, dated March 1879.

ORDER THEREON, 12TH APRIL 1879, NO. 119.

Resolved that this Memorial be forwarded to the Director of Public Instruction for his remarks, which he will furnish at an early date.

2. Resolved also, that the Director's letter, dated the 15th January 1878, No. 215, submitting revised Grant-in-Aid rules, which is now before Government, be referred to the Gentlemen who have signed the Memorial, for their remarks.

(True Extract.)

JOHN PENNYCUICK, Major, R.E.,
Under Secy. P. W. D.,
for Acting Chief Secretary.

To

The Rev. A. H. Arden, and other Gentlemen with Director's letter, No. 215.

IV. REMARKS ON PROPOSED GRANT-IN-AID RULES.

To

C. G. MASTER, ESQ.,
Acting Chief Secretary to Govt. of Fort St. George.

SIR,

We have the honour, on behalf of the Memorialists who lately addressed His Grace the Governor in Council regarding Aided Education, to acknowledge receipt of the Government Order of 12th April 1879, No. 119, together with the Director's

letter of 15th January 1878, No. 215, submitting revised Grant-in-Aid Rules. We desire to express our thanks for the opportunity afforded us of considering the proposals contained in the latter, and we now have the honour, in accordance with the request of Government, to submit the following remarks.

2. We have the pleasure, first of all, to say that we approve generally of the scheme now proposed by the Director. We recognise that it is no longer necessary, as it has not been for some time possible, to give free and full operation to the system of half grants. The funds at the disposal of Government for education are, we know, not unlimited, and though we are of opinion that a larger proportion of them ought to have been and ought now to be allotted to Aided Education, yet we do not think that they could be made sufficient to give unrestricted aid, on the very liberal scale of a moiety of the expenditure of all efficient schools that apply for it under the Rules. To the free issue of grants under this scheme a restriction has now been imposed for ten years, and we do not see how it can be removed except by a reduction of the scale of grants ordinarily given. The removal of the restriction is at the same time so necessary, and the free operation of any established scheme of so much importance, that we willingly consent to a reduction which makes it possible.

By the new scheme it is proposed to reduce the ordinary salary grants issued in favour of schools for boys from one-half to one-third, as well as to cut off various other grants, which in the aggregate will amount to a considerable sum. A school will thus receive less than two-thirds of the aid it has been entitled to under the existing rules, and so large a diminution will no doubt bear hard upon some. At the same time we think it greatly preferable that full effect should be given to a less liberal scheme, than that arbitrary restrictions should be imposed on one more liberal. In the one case Managers know what they can count upon; in the other case everything is brought into uncertainty. We accept therefore the substitution as a general rule of one-third grants in place of the half offered by the present rules, in the assurance that such grants will be given in all ordinary cases, when a school satisfies the conditions on which they are promised.

Besides this, the progress of education, by enlarging the income derived from fees, renders it unnecessary to give aid now in the same measure as was required fifteen years ago, and is provided for by the existing rules. We do not indeed think that the increase of receipts from fees will enable all aided schools to bear easily at first the reduction of the grants, but yet it may be hoped that they are to a certain extent prepared for it, and that none will suffer any serious injury. We know that there is great variety in the circumstances of aided schools, and that some are in a much better position to meet diminished

grants than others. At the same time we are of opinion that, except in the case of poor schools which are specially provided for, a fair amount of the expenditure may ordinarily be met by fees, and that, accordingly, a part of the Government aid may be set free to benefit a wider area.

3. In this connection we would observe that as the exception of Poor Schools is specially provided for at one extreme, provision should also be made in the Rules for an exception at the other extreme. Some schools may now be, or may come to be, so favourably circumstanced, that the fees and Government grants together may more than cover their whole expenditure. In such cases the Government aid enables the managers to make a profit. But as the educational funds are so limited, and at the same time so urgently needed to help the necessities of the poor, it is manifestly throwing them away when any portion is applied to enrich a school or to yield a profit to those who manage it. We are of opinion, therefore, that it should be distinctly laid down that whenever the fees and the Government grants together are more than sufficient to meet the expenses, the Government aid shall be withdrawn in whatever measure seems fair and suitable. It is very necessary that the educational funds be administered with a careful economy that shall make them as productive as possible.

4. There is another case which ought, perhaps, to be treated as special, and in which more liberal aid ought to be given. We refer to the case of College Departments. It can never be expected that in these the fees will bear nearly so large a proportion of the expenditure as in schools, and therefore their claim to more help ought in some manner to be recognised. We content ourselves, however, with suggesting this for the consideration of Government. We believe that the Director agrees with us as to the different proportion of fees in the two cases, and the principle of giving aid that follows from it.

5. Having thus stated our opinion of what we take to be the central principle of the scheme and its bearings, we beg now to refer to some of the rules in detail, and to suggest certain alterations which seem to us necessary. We take them in their order.

(1). Rule 5 under II *(a)* runs thus :—

"Except in the case of Normal Schools for training teachers, and of Female Schools, such monthly schooling fees must be levied as may from time to time be prescribed by Government."

As this rule, we presume, is not meant to stand in the way of managers charging higher fees than those prescribed by Government, should they deem it advisable, we would suggest that the rule read thus :—

"Except in the case of Normal Schools for training teachers and of Female Schools, monthly schooling fees must be levied not less than those which may from time to time be prescribed by Government."

(2). In Rule 7 under II (*a*) :—

"No salary grant shall be given or continued to any school which cannot show an average attendance for three months of at least twenty boys,"—the substitution of 'pupils' for 'boys' is necessary for accuracy, as it is meant to apply to girls' schools also.

(3). Rule 8 under II (*a*) runs thus :—

"Generally a teacher will not be eligible for a grant unless he or she spends at least four hours per diem in secular teaching, but in the case of Pundits teaching Oriental languages alone, and Mistresses teaching needle-work alone, two hours per diem will suffice, and in the case of Teachers instructing collegiate classes three and a half hours will be accepted."

We approve of this rule with the exception of the last clause in which it is laid down that teachers instructing collegiate classes must give three and a half hours *per diem* to class-teaching. We are decidedly of opinion that not more than three hours should be here required. In Government Colleges only three hours of actual teaching is required of the Professors, and in fairness the same amount of work ought to entitle to a grant in Aided Colleges. This principle, we believe has been tacitly recognised both by the present and former Director. Further, there can be no doubt that considering the amount of preparation and paper-work required in collegiate classes, three hours of teaching in these is much more than equivalent to four in a school. We trust therefore that for "three hours and a half," "three hours" will be substituted.

(4). Under II (*c*) there are the following rules :—

"16. A grant not exceeding one-third of the total salary within the prescribed limits will be given to Masters holding Normal Certificates and to uncertificated Mistresses who have passed the Higher, Middle, or Primary Examination.

17. A grant not exceeding one-fourth of the total salary within the prescribed limits will be given to Masters holding Ordinary Certificates.

18. A grant not exceeding one-fifth of the total salary within the prescribed limits will be given to uncertificated Masters who have passed one of the Madras University Examinations or the Middle or Primary Examinations, or any examination which shall be declared equivalent to such examinations.

The following two rules, 19 and 20, define Normal and Ordinary Certificates.

In these rules the Director proposes three proportions of grants :—(1) one-third of the salary of Masters holding Normal Certificates; (2) one-fourth of the salary of Masters holding Ordinary Certificates; and (3) one-fifth of the salary of Masters who have passed the General Educational Tests. We feel constrained strongly to object to the two latter on the following grounds: First, we think that they introduce unnecessary and harassing complications, and tend to give managers of Schools much trouble for little benefit. It is of importance for a workable scheme that it be as little intricate as possible. Secondly, we do not think that the difference of qualifications

between the first class of teachers and the third gives any sufficient reason for making so large a difference in their respective grants. The advantages possessed by the former are summed up in attendance at a Normal School for six months, which training, we submit, however beneficial and deserving of encouragement, is not sufficient to warrant the preference implied in their receiving a third grant, while on account of the latter only a fifth will be sanctioned. We think that a fourth instead of a fifth will sufficiently mark the difference. Thirdly, comparing the second class of teachers with the first, we see no ground whatever for giving the latter a preference. A teacher cannot receive an Ordinary Certificate until (1) he has passed the General Education Test; (2) has been actually employed as a Teacher for at least two years in a school under Government inspection, and (3) has obtained a favourable report from an Inspector as to his teaching ability. We respectfully submit that the qualifications implied in these requirements are fully equivalent to those imparted by a Normal School training of six months, and required by its accompanying tests. We are therefore clearly of opinion that a third grant may as reasonably be given in the one case as in the other. To give only a fourth grant on account of teachers certified to possess all the necessary qualifications of a teacher, appears to us decidedly unfair both to teachers and managers. It will be observed that Normal Students will, though the grants be equalised, still possess a great advantage, for they can receive a Normal Certificate after six months' study, whereas the Ordinary Certificate cannot be obtained till after two years' actual service in a school. All necessary encouragement will therefore still be given to Normal Schools and pupils.

On these grounds we think that, these three rules should be put into two, and read thus :—

"16. A grant not exceeding one-third of the total salary within the prescribed limits will be given to Masters holding Normal and Ordinary Certificates and to uncertificated Mistresses who have passed the Higher, Middle, or Primary Examination.

17. A grant not exceeding one-fourth of the total salary within the prescribed limits will be given to uncertificated Masters who have passed one of the Madras University Examinations or the Middle or Primary Examinations, or any examination which shall be declared equivalent to such examinations."

It may be noted that in the case of Mistresses those holding Normal and Ordinary Certificates are classed together in the proposed Rules as entitled to the highest grant.

(5). Rule 21, under II (c) :—

"The examinations for these tests will be held at Madras and other places appointed by the Director of Public Instruction once a year, commencing on the 8th day of December, unless that day falls on a Sunday, when the examination will be held on the Monday following."

We suppose the 'tests' here referred to are all other than the University Examinations, but it might be well to make this more clear.

(6). Rule 26, under II (*c*) lays down the scale of the maximum salary contemplated, and the grants to be given to the various classes of masters. We approve of the scale of salaries, but if Rules 16, 17 and 18 are altered as we have suggested, the scale of grants will have to be modified accordingly.

(7). Rule 30, under II (*c*) runs thus :—

"A Pundit who has passed the General Education Test for the Fifth Grade may receive the salary grant of a master of the Fourth Grade if he is employed in teaching students of the First Arts class, and the salary grant of a master of the Third Grade if he is employed in teaching students preparing for the B.A. Degree."

In our opinion it is not necessary to require that a Pundit shall pass any General Education Test, nor do we think that the Test of the Fifth Grade is sufficient to certify the peculiar qualifications required in a Pundit. We would therefore suggest the following reading of this Rule :—

"A Pundit, who is approved as duly qualified, may receive, if he is employed in a school department a grant of one-third of the maximum salary of a Fourth Grade teacher : and a grant of one-third of the maximum salary of a Third Grade teacher, if he is employed in a College Department."

(8). In Rule 33, under II (*c*) it is provided that

"A half-salary grant of Rs. 10 may be assigned to any teacher of Physical Science who (c) has attended a course of lectures in the Presidency College on one of the subjects prescribed for the Physical Science branch of the B.A. degree, and has received a certificate stating that he is qualified to teach the elements of the subject."

As there are other Colleges besides the Presidency College in which Physical Science is efficiently taught, there seems no ground for restricting the privilege here given to its students. We therefore suggest that for 'the Presidency College' should be substituted 'any affiliated College provided with the requisite means of teaching the subject.'

(9). Rule 42, under II (*c*) lays down that the maximum salaries contemplated for Mistresses are Rs. 100, Rs. 50 and Rs. 20 for the First, Second and Third Grades respectively. We beg to suggest, that especially considering the Higher Standards which School-mistresses will be required to pass, the maximum salaries should be Rs. 120, Rs. 60 and Rs. 30 for the three grades respectively.

(10). We would suggest that under II a Rule be introduced providing for the sanction of grants on account of Writing Masters, who may be employed solely in teaching this subject for not less than two hours a day. The experience of the U. C. S. examinations shows the necessity of encouraging the bestowal of particular attention on this subject.

(11). With reference to building grants, the Director proposes in paragraph 19 of his letter to reserve the Educational Building Fund exclusively for Government buildings, and that all the building grants to aided schools should be paid out of the amount alloted for Grant-in-Aid expenditure. The Director does not assign any ground for making this separation now, and we do not see why aided schools should not participate in the benefit of that Fund so long as it lasts. Indeed, we do not think there is any necessity to take it for granted that any special funds will hereafter be required for Government school-buildings. We should rather hope that in accordance with the principles of the Despatch of 1854, which is our only guide in questions of this kind, the time has arrived for fewer buildings being required for purely Government education than are now in use. As to repairs of those that must be kept up, we think that the sum necessary for this purpose should come from the ordinary present expenditure on Government schools. Such measures would be much more accordant with the declared policy of Government than those proposed by the Director.

(12). Rule 54, under IV, lays down that

" No grants will be given for the payment of school servants, contingent charges, ordinary school furniture, maps, prizes and books of reference; but grants will be issued once to any College or school for the purchase of special apparatus, diagrams, and examples required for the instruction of pupils in science or art."

Now we think that as servants are as necessary a part of a school establishment as teachers, and school furniture as essential as the building, the former in either case should be placed on the same footing as the latter. We are of opinion also that for the sake of encouraging the taste for general reading, and furnishing the means of gratifying it, aid should still be given in the purchase of school and college libraries. We regard these as holding a most important place in intellectual and moral culture, and we think special favour should be shown to them. We readily acquiesce in the abolition of grants for contingencies, maps and prizes.

(13). With reference to Schedules A, B, C, we observe that the standards are very much raised for Schoolmistresses. On the whole we approve of this change, though we fear the new standards may be found hard enough. We think it would be well to make clearer what is no doubt implied, that candidates may go up and pass in one language only, this limitation, however, carrying with it certain disabilities in respect of employment.

6. In conclusion we have only to advert to the question of the application of these rules, should they be introduced, to teachers already employed. As certain changes are made in the qualifications demanded, it cannot be expected that those already

in the position of teachers can comply with the new requirements, neither should they be placed, in our opinion, at such disadvantage in respect of grants as will impel managers to get rid of them. New rules should neither avowedly nor in effect be made retrospective. We suggest, therefore, that it be laid down, that those teachers now employed and entitled to the highest grants under the present rules should be regarded as still entitled to the highest grant under the new rules, and that those at present entitled to the lower grant receive similar consideration. The new regulations should of course be applied in their strictness to all who may enter the service after the date of their publication.

7. There are some other points to which we might have adverted as in our judgment capable of improvement, but we have taken notice only of those which seem to us important. We trust we may be permitted to express our satisfaction that there is so much in the Director's scheme of which we can heartily approve, and that the provisions in our opinion requiring amendment are comparatively so few. We respectfully submit the suggestion we have felt it necessary to make to the impartial consideration of His Grace in Council.

We have the honour to remain,
On behalf of the Memorialists,
Sir,
Your most obedient and humble servants,

Signed by A. H. Arden. William Miller.
Jas. Cooling. Edward Sell.
John Cook. David Sinclair.
Walter Joss. William Stevenson.
J. T. Margoschis. J. M. Strachan.

Madras, *5th May* 1879.

V. DIRECTOR'S REPLY TO MEMORIAL.

No. 16. *From Colonel R. M. MACDONALD, Director of Public Instruction, to the Acting Chief Secretary to Government, dated Madras, 1st May 1879, No. 1737-P.*

I have the honor to submit the following remarks on the memorial referred to me in G.O., No. 119, of the 12th instant.

2. The memorialists quote various passages from the Despatch of the Court of Directors, No. 49, of the 19th July 1854, in which it is laid down that the most effectual method of providing for the educational wants of India "will be to combine with the agency of Government the aid which may be derived from the exertions and liberality of the educated and wealthy natives of India and of other benevolent persons," and in which instructions are given regarding the mode in which independent agency should be fostered. Stress is laid on the injunctions that Government Institutions should be limited in number at first, and that many of those in existence should be gradually withdrawn; and special attention is drawn to the following words :—

"We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government Institutions, especially those of the higher order, may be safely closed or transferred to the management of local bodies under the control of, and aided by, the State."

3. There is no Presidency in which the action of Government under this despatch has been so favorable to Mission enterprise as Madras. Many large and important towns have been deliberately left without any Government schools for general education. Among these may be mentioned Vizagapatam, Vizianagram, Cocanada, Masulipatam, Nellore, Vellore, Tanjore, Negapatam, Mannargudi, Trichinopoly, Palamcottah, Tinnevelly, Coimbatore, Ramnad, Conjeveram and Chilambaram. Anything resembling a general system of education entirely provided by Government has never been attempted. The Report on Public Instruction for 1877-78 shows that out of 10,121 institutions under inspection only 131 were under the direct management of the Educational Department. The few Government schools which have been opened have been generally established at stations where efficient schools of the kind required were not in existence. At some of these stations other schools have since sprung up. Some of these have been established by Missionaries, some by Hindus. In many cases grants have been given to these competing schools. In some cases the schools have from various causes worked without grants, especially since the increase in the rates of school-fees has rendered it possible for a well-educated and enterprising man to make a livelihood by keeping a school. In some cases

the Government schools have been given up. In others the old Government schools are still going on.

4. The question as to whether an old Government Institution should be closed to make way for a new Mission institution is one which presents some difficulties. The Government Institution has been in most cases established, because the inhabitants had expressed a wish for it and had shown their interest in the matter by subscribing towards the cost of the building or in other ways aiding in the establishment of the school. If the Government School is abolished, they must either send their children to the Mission School, to which they may have objections on the score of religion, or they must establish and maintain a school of their own which they may not be able to do on an efficient footing, or they must leave their children uneducated. The memorialists evidently consider that it was intended by the despatch that Hindu parents should be reduced to one of these three dilemmas, but a great many influential and intelligent Europeans and Natives deny that this is the meaning of the Despatch. Paragraph 51 "speaks of the aid which may be derived from the exertions and liberality of the educated wealthy natives of India;" paragraph 52 "of the advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation;" paragraph 62 of Government Institutions being "transferred to the management of local bodies under the control of and aided by the State." These expressions do not seem to refer to Mission Schools and Missionary Societies. In paragraph 94 the Elphinstone Institution is described as "an instance of a College conducted in the main upon the principle of grant-in-aid which we desire to see more extensively carried out." The Elphinstone Institution was at this period a secular College under the control of the Board of Education, supported partly by endowments and partly by Government; and when the Board of Education was superseded by the Department of Public Instruction, this *quasi* Government Institution became a Government College. It is obvious that if the Elphinstone Institution is to be regarded as the type of the class of institutions which the Court of Directors had in view, that type is something essentially different from that contended for in the memorial. In this Presidency the nearest approach to the Elphinstone Institution is to be found in the Mangalore College and the Brennen High School, both of which, although partly supported by endowments, rank as Government Institutions.

5. The Despatch of 1854, in paragraph 96, distinctly contemplated grants-in-aid being given to Mission Schools, especially in this Presidency, and it went so far as to allow of instruction in the Bible being given by the Masters of Government Schools, provided such instruction was entirely voluntary on both sides and given out of school hours. These portions of the Despatch gave rise to controversies which were summed up by the Secretary of State for India in his Despatch, No. 4, of the 7th April 1859, in which, after observing that the time had arrived for instituting an examination into the operation of the orders contained in the Despatch of

1854, he continued "such an examination seems more especially required since the measures, and particularly the more recent measures of Government for the promotion of education, have been alleged to be among the causes which have brought about the recent outbreak in the army of Bengal, and the disquietude and apprehension which are believed to have prevailed in some portions of Her Majesty's Indian territories." * * * "It is obvious that measures, however good in themselves, must fail if unsuited to those for whose benefit they are intended; and it seems important, therefore, to learn whether any of the measures taken by Government in recent years to promote the education of the natives of India have been such as to afford just ground of suspicion or alarm; whether, notwithstanding the absence of any just ground of alarm, there has, in fact, existed a misunderstanding of the intentions of Government with regard to their measures which excited apprehensions however unfounded; and whether any and what alterations of existing arrangements can be devised by which without drawing back from the great duty so deliberately affirmed in the Despatch of the 19th July 1854 of raising the moral, intellectual, and physical condition of Her Majesty's subjects in India by means of improved and extended facilities of education, the risk of misapprehension may be lessened and the minds of the people may be set at rest."

6. Two days after this despatch was signed a meeting was held at Madras, of which the following account is extracted from the *Indian Statesman* of the 16th April 1859:—

"A monster meeting (says the *Examiner*) of the native inhabitants of Madras —Hindu and Mahomedan—took place on the esplanade facing Patcheapah's Hall on last Saturday evening. It was convened by the Sheriff and was attended, it is supposed, by about six or seven thousand persons, among whom were large representations of the Hindu and Mahomedan gentry. The proceedings were carried on in the vernacular, and the object of the meeting was 'for the purpose of proposing and adopting a memorial to the Right Honorable the Secretary of State for India on the subject of interference by the Government with the religions of the country.' This memorial was unanimously adopted by the meeting, between five and six thousand signatures being obtained on the spot. The document is lengthy, but its 'sum and substance' is thus recorded in its last paragraph, *viz.*:—

"Your memorialists earnestly request that the system of grants-in-aid may be abolished, and the sums at present disbursed through that channel devoted to the establishment of Government Provincial Schools, by means of which a far better education can be afforded to the people than has been, or can be, in the institutions of the Missionary Societies in which the larger portion of the grants is swallowed up to the intense dissatisfaction of the people; this appropriation having already evinced its natural consequences, as foreseen by the Hon. Mr. P. Grant in his Minute dated the 12th October 1854, in the unhappy events in the North-West Provinces—that Government Officers may be restrained from taking official part in Missionary proceedings on public anniversaries and meetings and that the neutrality promised by your Lordship and solemnly confirmed by Her Majesty the Queen may be undeviatingly observed and adhered to by

which course of just and impartial policy the people of India will most assuredly be won over to prize the English Government beyond that of any of its predecessors, and in due time will be auspiciously and certainly realized the wise and memorable observation of Her Majesty at the close of Her Gracious Proclamation.

"In the prosperity of the people will be our strength, in their contentment our security, and in their gratitude our best reward.

"The Chairman on the occasion was Sree Krisna Tatha Chariar, High Priest of the Hindoos and a Warden of the Conjeveram Pagoda."

7. No papers connected with this memorial can be traced in this office, but the *Indian Statesman* of the 13th August gives the following summary of the contents of the memorial:—

"The memorialists commence by alleging that, although from the time when the disturbances in the north-west side of India became the subject of public comment both in England and this country, they had been desirous of addressing the Home Government with a view of counteracting the renewed agitation of the missionary party to coerce the State into an open patronage of proselytising operations, yet their unwillingness to embarrass the action of the authorities, whilst struggling with a sudden and gigantic difficulty, had hitherto caused them to refrain from doing so; but that now, when the Government of India has been transferred from the Company to the Crown and the repression of the disturbances has afforded leisure for Her Majesty's Ministers to consider the subject of missionary operations in all its bearings, they take the opportunity of presenting a respectful and loyal memorial upon the question. They then go on to observe that Government demonstrations to incite the evangelical and missionary party to renewed attacks upon the religions of the country must inevitably arouse very wide-spread and popular apprehensions, and that it is impossible to regard but as demonstrations of this nature certain meetings which had been presided over, or patronized by, the highest officials in the Madras administration. The powerful influence exercised by what is called the evangelical party over the Parliament of England is notorious to every one, and hence the operations of missionaries who are sent out by that party are regarded with the deepest anxiety by the native community as affording direct indications of the policy which will be pursued by so powerful a body in England. Thus apprehensions of the most painful kind had been excited by a proposition made at a recent large assemblage of missionaries at the Neilgherries and published in their report to the effect that all caste distinctions should cease in jails, and that prisoners of every religion should be compelled to attend at religious services performed by missionaries, the ground of this proposition being that prisoners were *slaves*, not free men. Still more serious fears had originated in the conduct of certain missionaries of various sects who had combined together to agitate for the confiscation of all native religious endowments, proceeding so far as even to petition the Bombay Government on two occasions to this effect. And though these missionaries have received a well-merited rebuke from that Government, yet the character of their agitation is such as affords little hope of its intermission; while it is strongly countenanced by the speeches, addresses, and circulars, however speciously worded they may be, of the evangelical party in England. It is true that Her Majesty's recent Proclamation is no less than an emphatic condemnation of such proceedings, but the most ingenious arguments are put forward by the proselytising party to show that the declarations in that

document are not incompatible with the policy they advocate, and experience sufficiently proves that Governments, when subjected to strong outward pressure, or when under the control of fanatical or unprincipled men, will not hesitate to stultify their own avowed and most explicit manifestoes. Some of the most popularly known and celebrated of the officials in the Indian Government have recently published opinions which urge the adoption of principles into the administration of this country that are in direct contradiction of Her Majesty's Proclamation, and these opinions have been received with the highest approbation by the evangelical party in England. Sir John Lawrence has advocated that the Bible should be taught in classes in the schools established by the Government. Colonel Edwards, without meeting with the slightest rebuke from his Government, has urged on it the confiscation of all native religious endowments in addition to various other measures of persecution. Lord Harris, a nobleman notorious for proselytising tendencies, appointed, in defiance of the orders of the Home Government, three Clergymen to important posts in the Educational Department, one of whom officially reported on the quality of the Christian instruction which was afforded in certain schools that received pecuniary aid from Government, such report being another instance of disobedience to the orders issued from Home. Mr. (now Sir Robert) Montgomery offered the patronage of appointments in Government offices in the Punjab to the missionaries of the district, requesting them to recommend Christian converts for employments, stating publicly 'he took shame to himself' that he had not done so before. When such are the principles openly avowed and practised by persons of high office and influence in the Indian administration, the system of 'grants-in-aid' becomes more objectionable than ever to the community, who have always held it incompatible with that absence of interference with the religions of the country which has been solemnly guaranteed by the late East India Company as well as by Her Majesty in the late Proclamation. It is a system that may be made a powerful instrument of proselytism in the hands of an unscrupulous Government, nor is the distrust of the natives lessened in it by the fact that grants of this nature which have been made to missionary schools in this Presidency exceed the amount conferred on all other institutions in the proportion of nine to one and thus enable the missionaries to boast with some semblance of truth that they exercise their vocation with the direct patronage and support of the State. This impression, in so far as it exists, has been much strengthened by the recent slaughter at Tinnevelly which, originating in the pertinacious and determined claims of a missionary, does not appear to have been satisfactorily investigated or dealt with by Government. On the contrary the only certain facts which have yet reached the public are the conduct of the Rev. Mr. Sargent, the irregular judgment of Mr. Story, and the indiscriminate massacre of a multitude of men, women, and children, and thus the affair serves to connect the missionaries with the armed intervention of the military cantonment as do official patronage and presence at their meetings connect them with the force of Civil Government. The memorialists therefore, taking the above and various other circumstances into consideration, earnestly beg that the system of grants-in-aid may be abolished, and the sums at present disbursed to them devoted to the establishment of Government Provincial Schools; that Government officers may be restrained from taking official part in missionary proceedings, and that the neutrality solemnly promised by the late Royal Proclamation be undeviatingly observed. At the same time the

memorialists state distinctly that they are *not* inimical to missionary enterprise and do not object to the attempts of the mission agents 'acting of and by themselves and dependent only upon their own resources.'"

Some quotations are made from the Minutes of the Governor, Sir Charles Trevelyan, and the Senior Member of Council, Mr. Walter Elliott, and also from the remarks of the Director of Public Instruction, Mr. A. J. Arbuthnot; and the text of Sir Charles Trevelyan's Minute is given *in extenso* in another part of the same issue. The following is a copy of it:—

"Minute by the Governor, dated June 28.—It is right that the native petition to Lord Stanley signed by large numbers of the Hindu and Mahomedan subjects of Her Majesty and entitled the Memorial of the Madras Native Association and others, Hindu and Mahomedan inhabitants of the Presidency of Madras, should be forwarded to the Secretary of State with some observations on my part. Although this petition was preceded by a public meeting at which speeches were made and resolutions were moved in the English form, and although it may contain some facts and arguments which are not familiarly known to all the subscribers, the document ought in its main scope and tendency to be accepted as a genuine expression of the native mind. The subject of the petition is the same as that which has been the pretext and, to a certain extent, the cause of the great convulsion in Upper India; but while Her Majesty's soldiers and subjects in Northern India have risen in mutiny and rebellion to obtain the redress of their alleged grievances, the faithful people of the South have had recourse to the legal and constitutional mode of petition to make their wishes and apprehensions known. They have even with affectionate loyalty waited until the rebellion was suppressed, lest the petition coming amidst the din of arms might seem to convey something of a menace. The petitioners have entire confidence in the sincerity of the gracious assurance contained in Her Majesty's recent proclamation, that the neutrality of the Government in matters of religion, which was firmly maintained under the administration of the East India Company, will not be departed from under that of Her Majesty. They also, as they say themselves, do not object to the exertions of the Missionaries acting of and by themselves and dependent only on their own resources, as thus moving harmlessly within their own sphere they would give but small cause of apprehension. But they have observed enough of the working of our institutions to know that the Government of our free country is merely the organ of the will of the body of the people, and they are apprehensive that a popular cry in England might obstruct the fulfilment of Her Majesty's declaration that she assumes no right and entertains no desire to impose her religious convictions on any of her subjects, that it is Her Royal will and pleasure that none shall be favoured or disquieted by reason of their religious belief or worship of any of her subjects. The people of England have made such progress in the last two years in acquiring correct information and forming sound opinions about India that I am persuaded they will not permit the religious liberty of their Indian fellow-subjects to be tampered with by State interference. There could not be a more grievous error in any point of view. The people of this country are devoutly disposed, and they are fond of religious discussion; but they have not read the history of their country in vain, and they dread, above all things, the tremendous machine of Government being brought into the field against them. This memorial, it will

be observed, chiefly turns not upon acts of the Government, but upon pressure brought to bear against the Government in England and upon individual officers of Government in this country taking part in the proceedings of religious societies. The petitioners ought to be informed that the policy of non-intervention has been finally settled; and when they are convinced of this the natives will regard the action of private bodies or individuals without alarm and will become accustomed to free discussion and the exercise of private judgment as befits the subjects of the British Empire. Officers of the Government, whether Christian, Mahomedan, or Hindu, have a right in their private capacity to recommend their respective religions by all proper means, and they will be able to do so, without disturbing the public tranquillity, in proportion as it is generally believed that, under no circumstances, coercion or favouritism in matters of religion are possible while the British Crown holds dominion in India. The accompanying minute and memoranda which were left on record by Lord Harris and the paper by Mr. Arbuthnot, our Director of Public Instruction, entitled 'Remarks on the Memorial of the Madras Native Association,' dated the 9th April 1859, contain explanations relating to past transactions of this Government adverted in the memorial. These papers also call attention to certain inaccuracies in the statements in the petition, especially in reference to the Harris School. There are only two other points to which I need advert. The first of these relates to the native prisoners in our jails. The peculiar position of these unhappy persons greatly strengthens the ordinary motives to refrain from the exercise of official influence. Lord Canning's excellent despatch dated 16th May 1859, prescribing that Christian missionaries are not to visit prisoners, except by their express desire, previously ascertained by the Magistrate, contains all that is to be said upon this subject, and these instructions will be carefully acted upon by this Government. The other point relates to grants-in-aid. The idea that religious instruction should form part of education is irradicable. On the one hand, we ought not, by a system from which religion is excluded, to bring up an atheistical people. On the other, it is impossible for the Government itself to teach religion. The solution has been found in grants-in-aid which, while they leave everybody free to teach what religion he pleases, give assistance to sound secular instruction. If this compromise was necessary in England, where the differences of religious belief are so slight, how much more so in this country? Besides this, the Government cannot bear the whole burden of the education of the people, and if this were attempted, the result would be a general relaxation of private effort. The grant-in-aid system draws out private resources and stimulates private effort. It is capable of indefinite extension, greatly to the advantage of the public interests, and it would be a real misfortune to India if any obstruction were offered to it."

8. The following reply appears from the *Indian Statesman* to have been received from the Secretary of State for India in a Despatch, No. 48, dated the 30th September 1859:—

"Your letter dated 12th July, No. 56, 1859, transmitting a memorial from the Madras Native Association and others, Hindu and Mahomedan inhabitants of the Presidency of Madras, has been laid before me in Council.

"2. The objects sought by the memorialists, besides the general one of an undeviating neutrality on the part of Government and its officers in matters of religion, are, first, the abolition of educational grants-in-aid, and, second, the

prohibition of Government officers from taking official part in missionary proceedings on public anniversaries and meetings.

"3. Her Majesty has announced in Her gracious Proclamation to the Princes and people of India that 'she assumes no right and entertains no desire to impose Her religious convictions on any of Her subjects, that it is Her Royal will and pleasure that none shall be favoured or disquieted by reason of their religious faith, and that all in authority under Her shall abstain from all interference with the religious belief or worship of any of Her subjects.' To the principles thus declared by the Proclamation the Government of British India will adhere.

"4. As to the first of the two objects specially urged in the concluding paragraph of the memorial, the allegations of the memorialists have failed to convince Her Majesty's Government of the injustice or inexpediency of making grants-in-aid under the existing rules for the promotion of education in India, such grants being available for schools established or maintained by persons of all religious persuasions indifferently, provided that the secular education given be equal to the prescribed standard.

"5. In regard to the second point Her Majesty's Government consider that the announcement contained in the Royal Proclamation and the communications which have already been made to the Governments in India respecting the interference of Government officers officially with the religion of the people, render unnecessary any further instructions on the subject.

"6. You are requested to inform the memorialists accordingly."

9. With regard to the despatch of the 7th April 1859, Mr. Arbuthnot reported that no objection existed to Mission Schools except in a few localities in which suspicions as to the views and policy of the Government on matters of religion had been suggested by Europeans. The records of this office contain no information with regard to the nature of the reports made in the other Presidencies. The Government of India must have replied to the despatch and the subject must have been disposed of in some other despatch, but this correspondence does not appear to have been communicated to this office. The Return 397, headed "East India (Education)," laid before Parliament and ordered to be printed on the 29th July 1870, contains however some papers bearing on the general question in connection with particular cases which have arisen in this Presidency, and to these I will now advert.

10. The first of these cases relates to the refusal of Government to establish a Zillah School at Trichinopoly. As the Blue Book begins with 1866, the earlier papers relating to this question are omitted, and it will be necessary for me to go back to a letter to Government from Mr Powell, Director of Public Instruction, No. 3315, of the 12th November 1863, of which the following is a copy :—

"In Order of Government, No. 138, of the 13th May 1862, a grant of Rupees 5,000 was sanctioned for the erection of a Normal School-house at Trichinopoly; owing however to difficulties which arose in connexion with the selection of a site, as was explained in a communication from Mr. Fowler submitted with my letter, No. 403, of the 28th February last, no step had been taken up to that date.

"2. On visiting Trichinopoly in March of this year I found a great desire for a Zillah School existed on the part of many of the principal Hindu

inhabitants. Mr. Walhouse also, the Acting Collector, recommended that a school of the above grade should be established and was of opinion it would have every chance of success.

" 3. In these circumstances I offered to convert the Normal School with its attached Practising School into a Zillah School with a Normal class, provided the inhabitants of Trichinopoly would come forward with a fitting subscription towards the erection of a school-room.

" 4. I have now to report that the sum of Rupees 2,000 has been paid into the treasury from local subscriptions; and though this is not a large amount for such a place as Trichinopoly, yet it appears to be pretty fair considering that subscriptions have also been collected for a Civil Dispensary. I, therefore, request that Government will be pleased to permit the amalgamation of the grant already sanctioned for a Normal School-house with the amount raised from local contributions, and the appropriation of the whole sum, Rupees 7,000, to the erection of a Zillah School-house.

Report to accompany the estimate in constructing a school-house at Trichinopoly.
Abstract estimate for constructing a school-house at Trichinopoly.
Detailed estimate for constructing a school-house at Trichinopoly.
Plan of the school-house.

" 5. I herewith submit the papers marginally noted, comparing among others a plan and estimate drawn up by Captain Palmer, the Executive Engineer, for a school-house to accommodate some 200 ordinary scholars and a normal class of 30 students. I request that the plan and estimate, if approved, may be sent on to the Public Works Department, and that orders may be given for the work to be put in hand with as little delay as possible.

" 6. I may remark that a satisfactory site has been secured on land belonging to Government. I must also mention that the Educational Department is under much obligation to Mr. Walhouse for the ready assistance he has offered in the matter generally.

" 7. Provision has been made in the current year's budget to the extent of Rupees 5,000 for a Normal School-house at Trichinopoly."

11. The following order was passed on this letter in G.O., 299, of the 27th November 1863 :—

" Before sanctioning the arrangement recommended in the foregoing letter, the Governor in Council would wish to be informed what schools are now in operation at Trichinopoly in addition to the Government Normal School, and what is their present condition.

" 2. For some years past an Anglo-Vernacular School, under the management of the Wesleyan Mission, has been in existence at that station, and very recently, it is understood, a school has been established by the Society for the Propagation of the Gospel in Foreign parts which it is proposed to raise to the standard of a Government Zillah School.

" 3. In these circumstances it seems questionable whether it is advisable to establish a Government School of that grade, the result of which will be to draw away the pupils from the Mission Schools and to entail on the Government a charge which is now defrayed from another source. It is the declared policy of the Government to avail itself of every possible opportunity of extending the grant-in-aid system and to abstain from the establishment of Government Schools where the work can be done by private agency with the aid of a Government grant. Moreover it is to be apprehended that to convert the present Vernacular

Normal School into a Zillah School will interfere with the main object of the former institution, *viz.*, the training of teachers for elementary schools.

"4. The Governor in Council requests that the Director of Public Instruction will reconsider his proposal with reference to the circumstances above adverted to, and report further on the subject after communicating with the Committees of the Wesleyan Mission and the Society for the Propagation of the Gospel.

"5. If there be no reasonable prospect of the educational wants of Trichinopoly being supplied by the existing agencies within a reasonable time, the Governor in Council will be prepared to sanction the establishment of a Zillah School."

12. The Director of Public Instruction in his letter, No. 479, of the 11th March 1864, reported as follows:—

"In my letter to Government of the 12th November last, No. 2315, permission was requested for the amalgamation of the sum of Rupees 5,000, granted for the erection of a Normal School-house at Trichinopoly, with certain local subscriptions, amounting to Rupees 2,000, in order that the entire amount might be appropriated towards the erection of a building capable of accommodating a school of the Zillah grade which, on the requisition of some of the principal inhabitants, supported by the Acting Collector of Trichinopoly, I considered might be substituted for the present Normal School, provision being made for the maintenance of a Normal Class.

"2. In their Order, dated 27th idem, No. 299, the Government, being desirous of ascertaining, before sanctioning the establishment of a Zillah School whether the educational wants of Trichinopoly could not be met by private agency supplemented by Government assistance in the shape of a grant-in-aid, directed the submission of a report upon the private schools in operation at Trichinopoly, especial reference being made to the Wesleyan Mission Anglo-Vernacular School and to a school which the Government were led to understand had been established by the Gospel Society, and which that body proposed to raise to the standard of a Zillah School.

"3. On receiving the Order of Government in question, I placed myself in communication with the Secretary to the Gospel Society and the Wesleyan Missionary in charge of the school at Trichinopoly. I also forwarded a copy of the order to the Officiating Inspector of Schools, 5th Division, and directed him to furnish me with a report on the subject after consulting the Acting Collector of Trichinopoly and the principal inhabitants of the town.

"4. In my letters to Mr. Symonds and the Missionary in charge of the Wesleyan School at Trichinopoly, I enquired first whether their respective Committees would be prepared to raise their schools at Trichinopoly, so that they should be capable of educating up to the Matriculation standard ; and, if so, I asked the above gentlemen to state approximately the sums which the Societies would be prepared to lay out on the staff of masters.

"5. In a letter dated the 28th January last the Rev. Mr. Symonds informed me that the Gospel Society would be prepared to enlarge their school and put it on the footing of a Zillah School, provided the Government would make a grant-in-aid of Rupees 200 per mensem. He added that, if the proposition of the Society was agreed to, they would be prepared to build suitable premises in the Fort towards the cost of which it was presumed a grant would be given.

"6. The Rev. Mr. Jones, on behalf of the Wesleyan Mission, now states that his Society would be prepared to raise their Anglo-Vernacular School to the required standard, and he points out that pupils from the school have already gone up to the Matriculation Examination and that one has passed. In regard to expenditure, he observes that the Mission give a grant to the school annually of from Rupees 1,000 to Rupees 1,200 besides allowing it the service of a Missionary, and permit the outlay on the institution of all moneys collected in fees and subscriptions amounting in the aggregate to Rupees 1,800 or more per annum. Mr. Jones adds that the Society hope to be able to commence erecting a school-house early next year, and he expresses a hope that Government will make a grant-in-aid of the building.

"7. Mr. Bowers sent up, with his reply, a letter from the Acting Collector of Trichinopoly, and in his own letter he embodied the opinions of the native gentlemen named in the margin. Both Mr. Bowers and Mr. Walhouse consider the opinions expressed fairly representative of the feelings and wishes of the respectable portion of the native community of Trichinopoly.

C. Bauloo Mudaliyar, Native Surgeon.
D. Seshaiya, Head Master of the Normal School.
Kristna Aiyangar, District Munsif.
Venkat Rau, Court Sheristadar.

"8. It is unnecessary for me to notice separately the remarks made by Mr. Walhouse as they coincide entirely with those made by Mr. Bowers in his report.

"9. Mr. Bowers, after enumerating the replies received by him from the persons whom he consulted, says that they are, one and all, confirmatory of the impression he himself received during his visit to Trichinopoly; that the place is one of sufficient importance, both in respect to wealth and population, to furnish an ample supply of scholars for a school of the Zillah grade, and that no existing institution can reasonably be expected to meet the want now felt.

"10. Regarding the condition of the two Mission schools, Mr. Bowers observes that the Wesleyan Anglo-Vernacular School is a very fair school, efficiently managed, and comes near to the grade of a Zillah School. The Gospel Society's Central School, he says, is much inferior and not at present equal to the best of the Government Taluq Schools. If it ever rises to the grade of a Zillah School, it must be, he remarks, after some considerable period and much persevering labor and expense on the part of the management. But even supposing that the two schools were equal to the task of supplying the higher kind of instruction, Mr. Bowers thinks that their existence ought not to be any bar to the establishment of a Government Zillah School; for they are situated at some distance from Trichinopoly, being in one case three and in the other between three and four miles from the site chosen for the new school-house: the pupils who attend them are drawn from their respective vicinities—a very small minority, and this consisting of the children of poor parents coming from the Fort.

"11. Having thus pointed out that, in his opinion, the two Mission Schools are from position incapable of meeting the educational wants of Trichinopoly, and that one of the schools is additionally so from the low standard of instruction obtaining in it, Mr. Bowers proceeds to advocate the claims which the Fort of Trichinopoly possesses for the establishment for its special benefit of a school of the kind recommended.

"12. The population of the town of Trichinopoly is 60,000 at the lowest estimate, and while the suburbs have at least one school professing to educate up to

the Matriculation standard, the town possesses no such advantage. The resul is that the more respectable families are either obliged to rest satisfied with th elementary instruction of the Practising School attached to the Normal School or to employ private tutors, or to send their children to the Government School at Madura and Combaconum.

"13. In addition to the inconvenience of sending their children daily to a dis tance of three or four miles, the families in the Town and Fort object to the religious instruction imparted in the Mission Schools, and Mr. Bowers consider this alone sufficient to prevent the two schools now in existence being availed of to any considerable extent by a large section of the native community. None of the higher classes send their children to the Mission Schools, and he believes i unlikely therefore that the establishment of a Government Zillah School in the town would interfere with the attendance in them.

"14. I have now to remark that one objection raised by the Acting Inspector to the plan of assisting the Gospel Society's School to develop itself into a Zillah School, *viz.*, its locality, is met by the willingness of the Society to remove their institution to the Fort, a step which has, I understand, been taken since the Inspector visited Trichinopoly ; the other, the very low standard of the central school, is not to be met so easily.

"15. Upon the whole, looking at the fact that the district of Trichinopoly is without any Government School of a tolerably high order and that it contains but one Taluk School, I am of opinion that a Government Zillah School should be established. The Gospel Society, though willing to overcome the obstacle of locality, demands a special grant, and it is to be recollected that their present school is apparently very far from the standard of a Zillah School ; so that much less would be required to raise the Practising School of the Normal School to the required standard. The Wesleyan School by its locality does not and cannot meet the want felt by the Fort people, and, as it appears to be required where it is, it seems unadvisable to endeavour to induce its managers to transfer it to another locality. Its standard also, I am inclined to believe, is not higher than that of the Government Practising School, if in fact it is as high.

"16. Should then my original proposal be approved by Government and sanction be given for the eventual elevation of the Practising School to the Zillah School standard, there will be nothing to prevent due encouragement being held out to both the Mission Schools, and, with the very large population of Trichinopoly, there seems ample room tor three schools, the rivalry among which would doubtless have a most wholesome effect in raising and maintaining the standard in all."

13. Before orders had been passed on this letter a despatch was received from Sir Charles Wood, Secretary of State for India, No. 7, of the 23rd July 1864, in paragraph 9 of which he referred to this question :—

Proposed establishment of a Zillah School at Trichinopoly.

"Your Government has called for a further report as to the schools now in existence at Trichinopoly. I am not convinced that a Normal Class in connection with a Zillah School might not to a great extent answer the purpose of the Normal School. If this should be so, I do not think that the grounds stated in your Proceedings are sufficient to prevent your meeting the wishes of the inhabitants for the formation of a Zillah School in the manner proposed by the Director of Public Instruction, provided a sufficient sum be raised by subscription for the building."

14. This despatch was communicated to the Director of Public Instruction with G.O., No. 324, of the 26th October 1864, paragraph 5 of which relates to Trichinopoly :—

"Adverting to the observations of the Secretary of State regarding the proposal to establish a Zillah School at Trichinopoly, a copy of Mr. Powell's letter of the 11th March last will be transmitted to the Home Government with the remark that as the managers of the two schools therein referred to are prepared to raise their schools to the standard of a Government Zillah School, while the Committee of the Society for the Propagation of the Gospel are willing to move their school into the Fort, erecting a suitable building for it, the Governor in Council would be averse to sanction any arrangement which would have the effect of hindering the progress of the schools in question ; for he is satisfied that, if the grant-in-aid system is to be extended in the manner contemplated by the Home Government, it is essential that the local Government should abstain from establishing Government Schools in localities where independent bodies are prepared to undertake the work. The Vernacular Normal School at Trichinopoly is designed for a special object, *viz.*, the training of teachers for Vernacular Schools ; and so long as it shall be restricted to that object it is not likely to interfere with private schools in which instruction is imparted chiefly through the medium of the English language."

15. The Secretary of State in his despatch, No. 1, of the 9th March 1865, again adverted to the question of the establishment of a Zillah School at Trichinopoly :—

Question of the establishment of a Government School at Trichinopoly.

"The only other question on which I find it necessary to make any observations is that which relates to the establishment of a Government School at Trichinopoly.

"I formerly expressed the opinion that the grounds on which you refused to sanction the establishment of such a school were insufficient, provided 'an adequate sum be raised by subscriptions for the building,' and I still think that your Government should take some steps for meeting the wishes of those inhabitants who object to send their children to either of the existing schools if they should give the requisite proof of the sincerity of their objections and if the feeling should be found to pervade any large proportion of the community.

"When a similar question arose with regard to the establishment of a Government School at Tinnevelly in 1858, your Government, while you regarded the establishment of a Zillah School at a place where there was already an efficient school in operation as being opposed to the views of the Home authorities, communicated to the Director of Public Instruction the opinion that 'aid should be extended to all well-devised schemes for the education of the juvenile population of the district on the same terms on which it is given to the existing Mission School.' This intimation, which received the concurrence of Her Majesty's Government, seems to have been followed by the institution of a grant-in-aid school by some of the native inhabitants of Tinnevelly, of which a favorable account is given in the report of the Director of Public Instruction for 1862-63.

"I am of opinion that the course taken in the case of Tinnevelly may very properly be followed in the present instance. I should wish, therefore, that the Director of Public Instruction should be instructed to announce to those gentlemen who applied for the establishment of a Government School at Trichinopoly

that, should they be prepared to take steps for the foundation of a school, to be managed, like that of Tinnevelly, by some of their own community, for affording education of a superior character to the youth of the place, they may rely on receiving from Government a liberal grant in aid of their undertaking. I have to request that you will report the result."

16. The Director was ordered in G.O., No. 94, of the 19th April 1865, to carry out these instructions. The result is shown in his letter, No. 2308, of the 2nd November 1865 :—

"Referring to Order of Government, No. 94, of the 19th April last, I have the honor to submit a letter,* dated the 27th ultimo, from the principal subscribers to the proposed Zillah School-house at Trichinopoly.

* Requested to be returned.

"2. It will be seen that the native community of Trichinopoly decline establishing a school for themselves as suggested by the Right Honorable the Secretary of State for India in his despatch, No. 1, of the 9th March 1865, and desire to have their subscriptions refunded to them. I request that Government will be pleased to issue an order in regard to returning the subscriptions, and I beg to remark that the only objection I see to the refund is that the question of establishing a Zillah School does not appear to me to be disposed of since Sir Charles Wood, in paragraph 6 of his despatch, desires to have a further report upon the willingness of the native community to adopt the plan suggested by him. If it be finally decided that a Zillah School is not to be established at Trichinopoly, the subscriptions will then of course have to be returned, as they were raised solely on the understanding that a Zillah School would be set on foot.

"3. I have to observe in conclusion that the delay which has taken place in carrying out the Order of Government, No. 94, attaches entirely to the subscribers, who have been extremely slow in coming to a decision. These gentlemen were addressed by me first on the 22nd April last, again on the 28th July, and lastly on the 6th *ultimo*."

"From C. Bauloo Moodelly and others, Trichinopoly, to the Director of Public Instruction, dated 27th October 1865.

"On the receipt of your letter, No. 917, dated the 22nd of April last, we employed ourselves in communicating to others interested the views of the Secretary of State for India and ascertaining their wishes in the matter.

"2. After due deliberation, we find it decidedly impracticable, from various inconveniences, to undertake the establishment of a school in the manner pointed out in paragraph 6 of the Right Hon. Sir Charles Wood's Despatch favored with your communication under reply.

"3. All that we have asked and still ask for is, as already expressed, a Zillah School on the same footing as that at Chittur, and all that we are able to afford in furtherance of this project is the sum of 2,000 rupees already paid into the Treasury; beyond this sum, we beg to assure you, no more aid can be had from us. Should the higher authorities decline to grant our prayer, we request you will be pleased to issue the necessary orders to refund to us the above-said sum."

17. The following order was passed in G.O., No. 85, of the 26th March 1866 :—

"For the reasons assigned in their Proceedings of the 26th October 1864, No. 324, paragraph 5, the Government are not prepared to sanction the estab-

lishment of a Zillah School at Trichinopoly. The subscriptions, therefore, raised by the native community in 1863, towards the erection of a building for that purpose must be refunded."

18. The following is a copy of the Educational letter from Fort St. George, dated 26th March, No. 1 of 1866 :—

"In furnishing a copy of your despatch of the 9th March 1865, No. 1, to the Director of Public Instruction, we requested him to carry out the instructions contained in paragraph 6, *viz.*, to announce to those gentlemen who had applied for the establishment of a Government School at Trichinopoly that should they be prepared to take steps for the foundation of a school, to be managed like that of Tinnevelly by some of their own community, for the purpose of affording education of a superior character to the youth of the place, they might rely on receiving from Government a liberal grant in aid of their undertaking.

"2. We have now the honor to forward a copy of a letter on the subject from the Director, together with its enclosure, from which it will be seen that the native community at Trichinopoly declined to establish a school for themselves.

Proceedings, 26th March 1866, Nos. 49 and 50.

"3. In reply to Mr. Powell's further reference on the question of establishing a Government Zillah School at that station, we informed him that, for the reasons assigned in our Proceedings of the 26th October 1864, paragraph 5, we were not prepared to sanction the measure. We have therefore given directions for the refund of the subscriptions raised in 1868 by the native community towards the erection of a building for that purpose."

19. The following is a copy of the reply of the Secretary of State of the 16th July 1866 :—

"I have considered in Council the letter dated 26th March (No. 1) 1866, reporting the result of the announcement regarding the establishment of a school on the grant-in-aid principle made to those native gentlemen at Trichinopoly who had applied for the establishment of a Government Zillah School at that place, and under the circumstances, I approve the decision passed by your Government on the subject."

20. These papers appear in the Blue Book with the following dissents :—

DISSENT BY SIR GEORGE CLERK.

"I regret that I am unable to concur in the decision of the majority of the Council in this case.

"In a dissent recorded on a former occasion (18th July 1864), I stated the reasons that led me to regard as erroneous and in contravention of the instructions contained in the Educational Despatch of 1854 those views which now seem to suggest the approval of the resolution of the Madras Government.

"I also dissent from the present decision—

"Because the Madras Government, in forwarding copy of the letter received from the Director of Public Instruction, has not candidly stated the case when merely remarking that 'it will be seen that the native community at Trichinopoly decline to establish a school for themselves,' and that accordingly their subscriptions have been returned.

"Because what is really said by the subscribers is: 'We find it decidedly impracticable, from various inconveniences to undertake the establishment of a

school in the manner pointed out in the 6th paragraph of the Right Hon. Sir Charles Wood's Despatch,' adding that, 'all we have asked and still ask for is, as already expressed, a Zillah School on the same footing as that at Chittur.'

"Because the Madras Government thus neglected to notice the demur of the Director of Public Instruction, who, in submitting this report, observes: 'The only objection I see to the refund' (of 2,000 rupees subscribed for the purpose by the inhabitants in 1863) 'is that the question of establishing a Zillah School does not appear to me to be disposed of, since Sir Charles Wood, in paragraph 6 of his despatch, desires to have a further report on the willingness of the native community to adopt the plan suggested by him.'

"Because, in dealing with a people so discerning as our native subjects in India, disingenuous measures will always fail to carry with us the influential classes.

"Because history shows that, even under foreign rule, India could exhibit a full treasury and an industrious, contented people, and we cannot succeed in attaining these important ends of Government while opposing, for proselytising objects, the reasonable requests of our native subjects in matters of vital moment to them."

DISSENT BY SIR E. PERRY.

"I also dissent from the decision in this case, as the effect of it is to compel the inhabitants of this large town either to send their sons to a Mission School, which they dislike and which is not equal to a Government Zillah School, or to have no school at all.

"For it is not sound to argue they may, if they choose, establish a school of their own, and then get a grant-in-aid. This is easy enough for Missionaries, or for educated natives who are acquainted with the operations of grant-in-aid schools. But it is not easy for a town like this, wholly inexperienced in the matter, to establish such a school, and we find by their refusal that there are practical obstructions in the way."

21. It will be seen from this case that although the Secretary of State ultimately approved the action of the Local Government in refusing to establish a Zillah School at Trichinopoly, he was originally prepared to approve the establishment of a Zillah School. It will also be seen that two eminent members of the Council of India, one of whom had been Governor of Bombay and the other had been Chief Justice and President of the Board of Education of Bombay considered that this final decision was wrong. The construction of the Despatch of 1854 does not therefore seem to be quite so plain as the memorialists state, and it is obviously a much stronger measure to abolish an old Government School in favour of a Mission School, than it is to refrain from establishing a new Government School at a station already provided with two Mission Schools.

22. The other case is that of Tinnevelly, which is incidentally referred to in the papers above noticed. In reviewing the Report on Public Instruction for 1867-68 Government made the following remarks in their Order, No. 174, of the 17th May 1869:—

"The Government take this opportunity to remark that during the recent tour of the Governor in the district of Tinnevelly a petition was presented to His Excellency praying for the establishment of a Government Zillah School at

Tinnevelly, the educational requirements of this place being at present chiefly supplied by a large Anglo-Vernacular School under the management of the Church Missionary Society, and by a school of the same character recently established by the native community and supported by subscriptions, fees, and a grant-in-aid. These schools are not, in the opinion of the petitioners, commensurate with the wants of the place. They desire to have the benefits of a Government School of the higher class. The Government consider that there is not sufficient ground for acceding to the prayer of the petition. Tinnevelly is prosperous and its people are honorably distinguished by liberality and an independent spirit. The Native Anglo-Vernacular School is susceptible of improvement by the same means which have supported it up to the present time. On the other hand, it is understood that the Church Missionary Society have it in contemplation to procure a Head Master from England, a graduate of one of the Universities, who will be able to raise the standard of instruction in their school to the level of that of a Government Provincial College. The Government, therefore, resolve to defer the consideration of the petition of the inhabitants of Tinnevelly until the success of the measure contemplated by the Church Missionary Society has been tested by experience."

The Duke of Argyll, Secretary of State for India, in his despatch of the 17th February 1870, expressed his general concurrence in the order passed on the report, but did not enter into any details :—

" The despatch of your Excellency in Council, dated 1st June (No. 7) of 1869, transmitting copy of the Report on Public Instruction for the official year 1867-68, together with the Proceedings of your Lordship's Government in connection with the subject, has been considered by me in Council.

" 2. The Resolution of Government, which embodies the views so clearly, and ably stated in the Minutes of your Lordship and the Hon. Mr. Arbuthnot, touches all the points in the report which demand notice. I have only to state my general concurrence in the opinions expressed in the resolution, and my impression that the prospects of education in the Madras Presidency are on the whole satisfactory."

23. Sir George Clerk recorded the following dissent :—

DISSENT BY SIR GEORGE CLERK.

" I dissent from the decision passed by the Council on Friday last, because I consider it unfair to the people and an underhand measure.

" It adopts the principle of leaving education to zealous missionaries supported by Indian public money, where we well know that the people desire the disbursement of what we can spare for such purpose, from revenue derived from them, in aid of their education by other means.

" The loyalty and the sympathy of the people have ever been seen to fall away from us only when failing in our engagements as their rulers. Therefore, in my opinion, it would have been wiser were the Council not to encourage, but restrain, the Local Government in this subterfuge. In India we now impose an educational cess. This is a proper levy excepting when exacted in excess of declared maximum collection for a fixed period. The murder of some of our District Officers, avowedly in retaliation, in the North-Western Provinces during the rebellion in 1857 sadly expiated the faithless act. But the father, whom we are still free at once to assess, is seeking at our hands for aid to qualify his son for doing well in life, while he and his family rest without anxiety on the score of

religion. This is at heart the universal feeling on the subject. This is well known to all who have listened to the hopes and the apprehensions expressed by respectable classes. Ever since the notification of 1847 the parent is aware that, though now-a-days we disregard those qualifications of rare ability for work, practical experience and good birth, esteemed by our predecessors, who employed in all departments and in the highest offices civil and military men of every religion, we aim at distributing public employment among those natives only who attain in our Missionary and Government Schools our standard of 'good education'. But whilst on the one hand this declared preference stimulates a sort of learning, there exists on the other hand a painful sense that the boon is embittered when the child is doomed to lose time and exhaust patience in listening to the exposition, by a great clerical teacher lately among them, of the native being the incarnation of 'errors and lies, ignominous, sinful, and cruel, and false in logic and metaphysics.'

"Miss Carpenter, after inquiries in India, informed the public lately of that which those with similar opportunities have known ever since we have had anything to do with that country. She 'found intelligent natives anxious for the civilising influence of educated women, provided they would abstain from all attempts at proselytising.' No doubt it is only owing to the neglect of this precaution that the year before last, in reference to the reaction following vain display in the Punjab, the Governor-General in Council questioned 'whether beyond the neighbourhood of Presidency towns the native community has really shown any spontaneous desire for the extension of female education, and whether distrust has not already been excited by the action of the Government.'

"One would have thought that the sacrifice of duty now offered for an illusory alliance with the Tinnevelly Missionaries is peculiarly imprudent, because only a few years ago Tinnevelly was the scene of a disturbance between Hindus and so-called converts, a disturbance stated by the Magistrates to be 'got up by influential public servants' sympathising with the former, against whom our troops advanced, killing 10 and wounding 19.

"The last rebellion of an entire people or tribe was, I think, that of the Jynteeahs in Bengal. The Missionary School Agency under the auspices of our Commissioner was supposed to be 'doing wonders.' But in that which shortly after ensued there was nothing at all wonderful. That people, irritated by Mr. Wilson's crude mode of levying income-tax and by insufferable interference with their religion on the part of a native Superintendent of Police, baptized Solomon, went in for open rebellion. Two regiments sent to attack them (the 21st I know was one, and the 33rd I believe the other) became disabled by sickness; reinforcements moved up; rewards were given for captured rebels. They then pleaded that their grievance was, first, 'Solomon;' secondly, that their children were being compelled to learn where he was taught, and would so turn out just as good for nothing. Now, a military expedition in so miserable a country as the Jynteeah Hills costs money. Whatever that amount was, it followed a great deal more spent in similar chimeras.

"Those who were in a position to ascertain the real motives of the Zemindars, and the people in Behar and the North-West Provinces, when in revolt in 1857-58, saw, among other incitements to rebel, signal proof of the maddening effect of the co-operation of Government officers in the design of proselytising in schools and in jails; for instance, one of the first outrages perpetrated by the

Nawab of Furrukabad was stated to be his having 'barbarously destroyed our mission there.' For this he forfeited a domain valued at 60,000 rupees a year, very deservedly considering his history. And from another district, the Commissioner, reporting to the Government, stated that 'a special malignity appears to have been shown in destroying all the educational buildings.' And Queen's officers, who had never before heard the term, became soon familiar with the rebel rallying war-cry, 'Deen, Deen, Deen.'

"Our Directors of Public Instruction, after their long association with all classes, ought to know something of these matters. Sir Alexander Grant, until lately, was one; most able, diligent, observant, and constantly moving about, and conversing with intelligent classes of the community. I personally observed his labors. To his assiduity and Christian tolerance, following on the careful attention and discernment bestowed on the department for many years by Sir Erskine Perry, it is unquestionably owing that, in the Western Presidency, education has been so conducted as to qualify more natives than anywhere else in our institutions, for the efficient, active, and popular discharge of the public business. In 1862, Sir Alexander Grant, then serving under my Government, thus expressed himself, when writing to me in reference to instructions received from home in 1860:—'In regard to grant-in-aid to Missionary Schools, I am quite resolved to resign my appointment, rather than be a party to carrying out a policy which I believe to be unjust to the native taxpayer, and dangerous to the empire in India. It is hardly credible that the lessons of the mutiny should be so soon forgotten.' Also Mr. Hodgson Pratt, an educational officer of experience serving under the Government of India, has been quoted in a public assembly by the Rev. Scott Porter, when denouncing our futile measures, as having stated in a letter addressed to him, 'that the only natives who send their children to Missionary Schools are those who cannot afford to pay school fees. No one who is tolerably well off will send his child to a Missionary School; and I have scores of times been applied to (unsuccessfully) by the sons of poor men for a small allowance to save them from the hardship of attending the Missionary School, and to enable them to go to the Government Institution instead.' But evidence of this character, that is, on the side of common sense and honesty, is abundant.

"With regard to these grants-in-aid (what may be now their amount I don't know; the original scheme was 300,000*l*. per annum) there can be no doubt that the present Governor of Jamaica, previously Lieutenant-Governor in Bengal, was perfectly right when, being required to give an opinion on the Governor-General's recommendation of Mr. McLeod's suggestion of the measure, that, 'the proposal was momentous, and in violation of an unbroken chain of express orders issued by a long succession of Home Governments.' The interference of the Government in support of Missionary Schools from the revenues of India is indeed momentous; moreover, it is liable to defeat, rather than to advance, the great object in view. Who that knows India is not aware that the imprudent Missionary who accepts the grant is thenceforth universally regarded as 'Surkar-i-naukur.' Thus is created a sentiment of antagonism in the minds of the people. This hostility, according to my observation in several fields of missions in India and South Africa, whether American, Wesleyan or French Protestant (I select these because I have seen them devoting themselves more exclusively than some others to genuine Missionary labors) is not in any degree manifested, or I believe felt, by people, anywhere under our dominion, towards the unobtrusive independent Missionary.

"The determination to support Missionary schools in India by its public revenue was conceived by some to be an able measure of progress towards conversion; I do not believe it has proved to be the means of adding one true convert to Christianity. One of the least harmless of its failures has been thus represented by the Hon. A. Arbuthnot, Member of Council, with reference to Madras: 'When the grant-in-aid system was introduced, the Free Church at once affiliated its institution with the Government. For various reasons, however, little real benefit has been derived from this. It is now found everywhere that the grant-in-aid have no appreciable effect in extending its operations, or raising the standard of the schools by which they are received.'

"But it seems to be resolved that the fond day-dream is to endure until the next serious rebellion. The further brief remarks I shall make upon it are therefore intended mainly to warn our financiers that it is a costly toy, that a revision of these disbursements ought to be strictly prescribed, and that vigilance must be especially directed to avert the expense of disturbances apt to be so provoked; for every active movement of troops means, in India, throwing open the military chest and unstinted Commissariat expenditure. Where the public money is clearly being thrown away, it ought surely to be saved at once, as in the case stated by Mr. Arbuthnot. A considerable saving might also be made in the Punjab Educational Departments, and in those of the North-Western Provinces. According to the last year's published returns of their 'Colleges,' the cost of each student, or name registered, is in the former province 1,215 rupees a-year; and in the latter 1,288 rupees. Such being the preposterous price paid for these ridiculous native college boys, it is satisfactory to see that the aggregate number in all the 'Colleges' in the North-Western Provinces is on 60; and that in the 'Lahore Mission College,' under the patronage of the Government, where each pupil costs 667 rupees a-year, of which the Government pays 459 rupees; their number 'has fallen from 15 to 10, owing partly to the limited number of scholarships, and partly to the conversion of one or two of the scholars;' while, 'for the High Arts Examination, none of the candidates succeeded in passing.' To disburse the people's money on such burlesque is silly and wrong at any time, but peculiarly so when really useful departments in India are being starved by reductions which they must find it very hard to bear.

"They being driven into this course of provocation, danger, and wasteful bribery, is ascribed to the force of public opinion, or what the Missionary newspaper at Serampore, and wild declamation at Exeter Hall, are pleased to term public opinion. It is remarkable that the real public opinion of India is never sought for by its modern rulers. Not more than one in a hundred of Government officers now take the trouble to procure and read any other vernacular newspapers than the constituted venal expositors of our transcendant virtues.

"Not yet has our system of education reached influential natives in numbers sufficient to inspire them with courage to denounce openly any Hindu abomination short of murder. In fact, our needless enthusiasm cannot be said to have inspired the really respectable classes with any degree of pure appreciation of our semi-missionary scholastic institutions in that country; I except, of course, the Western Presidency. There, with not more than two exceptions in a quarter of a century, the zeal of our authorities in respect to this department has never been indiscreet.

"There are many things which any influential European, some years hence,

might safely do, with the avowed purpose of conversion, not only without giving offence, but with more or less real success in advancing towards that object. But, from 1848 to 1857 was decidedly not the time for indulgence in religious zeal, nor is the period of the consequent rebellion yet remote enough for this to be the time. It is indispensable that there should be a considerable interval of abstinence from hurrying, from excessive or crude legislation, and from bad faith, towards subjects, tributaries, and allies.

"The manifold absurdities of Hinduism are not to be eradicated by doctrinaire fanaticism even where relying, as now, on an imposing force of British bayonets. And the practised Asiatic in affairs of finance, diplomacy, or conversion, regards as contemptible and puerile the efforts of the European to play a crafty game. Benevolent enthusiasts would succeed incomparably better if, trusting to time and sound education, and less, or not at all, to notoriety hunting and subsiding Missionaries. To disseminate true Christianity by the inconsiderate and perilous means now in use, as illustrated in the instruction now going out, is hopelessly impracticable. To retard the progress of real enlightenment even among Hindus, to say nothing of Mahomedans or sectarians, such as Sikhs, those means are certain.

"The people of India obtained fully the two great objects for which, in 1857-58, they rebelled, and the sepoys, almost always the exponents of the people's sentiments, mutinied. Then came the Queen's Proclamation. They accepted it gratefully. Two years later I had many opportunities of personally observing that, in the minds of men of rank and much influence, as well as of other classes, this feeling of gratitude to Lord Canning and the authorities at home was very sincere. It is not so now. The feeling is departing. Servants of our Government, and others conversant with the languages, and conciliatory in demeanour, discover that, in the heart of our dominions there, as well as at the extremities, it is no longer so. If the spirit of that Proclamation be not seen to influence our measures more carefully, we shall rue the day when prevailing fantasies took the place of fair dealing. Our security becomes scarcely a question of more or less troops, when we meddle with religions in a way to drive a hundred millions of a people, so pusillanimous as Hindus, combining with braver Mahomedans, as we have at length learnt that in such a cause they will combine, to martyrdom. It will be well to bear in mind that the cost of this lesson, all told, was upwards of fifty millions sterling."

24. Coming to a more recent period, I may refer to the measures taken under Lord Hobart's Government with the object of advancing education among the Mahomedan community. Government in their Order No. 288, of the 7th October 1872, decided that elementary schools for Mussulmans should be set on foot at the chief centres of Mahomedan population with a view to qualify the pupils for admission into the higher classes of Zillah and Provincial Schools and other similar institutions. The stations suggested in the order were Arcot, Ellore, Trichinopoly, Cuddapah, Kurnool, and Mangalore, but a report was called for. The Rev. Mr. Barton, Secretary of the Church Missionary Society, pointed out to the Director that at Masulipatam a special Hindustani Department had been in existence for many years in connection with the Noble School, and he strongly deprecated the establishment of a Government School at Ellore. The following is an extract from his letter:—

"Again at Ellore, the chief centre of the Mussulman population in these districts, ever since the Society first broke ground at that place in 1854 the wants of the Mahomedan population have always been especially recognised in the schools which the Society has established for the benefit of the people of that town.

"The Committee observe that in the resolution already referred to Ellore is specially singled out as one of the places in which the Government express a hope that schools may be at once established for the benefit of the Mussulman community. The Committee think that the Government could hardly have been aware of the actual state of things as regards education at Ellore when that resolution was framed, inasmuch as there are at this moment not less than three schools in that place, all flourishing and well attended, in each of which special provision is made for the instruction of Mahomedan students.

"In the Anglo-Vernacular School, which educates up to the Matriculation standard, the three lowest classes in the school are each divided into two parts, one consisting of Hindus and the other of Mahomedans, so that each is taught through the medium of its own vernacular. These three Mahomedan classes, numbering thirty-one boys, have a separate wing of the building allotted to them, and are taught by Mahomedan Masters, two of whom are matriculated students of the Madras University, and who received all their education from boyhood in the Mission School. In the upper division of the school Hindus and Mahomedans mix freely together, and, with the exception of the vernacular subjects, are able to read the same text-books, the instruction being given almost entirely through the medium of English.

"There is also a Preparatory School attached to the Anglo-Vernacular School, which like it is divided into two parts, one for Hindus and the other for Mahomedans, in which there are forty-seven boys, taught by Mahomedan Masters, who read up to the third standard on the results system.

"In another part of the town, more than a mile distant, there is a third school, also maintained by the Society, in which there are about fifty Mahomedan scholars, to whom instruction is also given in Hindustani, and who read up to the third standard.

"In view of the above facts, the Committee would most earnestly deprecate the establishment of any new school at Ellore under Government auspices, the effect of which could only be to establish an unhealthy rivalry and seriously to injure the existing schools. Not only would it be a waste of public money, the educational wants of the place being already sufficiently provided for, but it would be very unfair, the Committee consider, to themselves as tending to cripple and weaken their own efforts. Such action moreover on the part of Government would be contrary to the principles laid down in the Educational Despatch of 1854, by which the Government pledge themselves to withdraw from all direct educational effects wherever there are local agencies at work which are proved to be sufficient."

The Secretary to the Society for the Propagation of the Gospel also pointed out to the Director that special provision for the education of Mahomedans already existed in the Society's High School at Trichinopoly. The Manager of the Wesleyan Mission School at Trichinopoly stated that sixteen Mahomedan boys were attending this school ; that these boys were not taught separately: but that he proposed with the aid of two Maho-

medan teachers to commence a separate class for Mahomedans. Mr. Powell, in submitting his proposals, recommended that no Government Schools for Mahomedans should be established at Masulipatam, Ellore and Trichinopoly, and to this Government assented in their Order, No. 348, of the 14th December 1872. A few weeks later however the following Order, No. 77, of the 12th March 1873, was issued:—

" In the above Proceedings the Governor in Council accepted as sufficient the provision made or proposed for the elementary education of Mahomedan boys in Mission Schools at Ellore, Masulipatam, and Trichinopoly; but, on further consideration, the Government have come to the conclusion that it would be better to establish at these stations special elementary schools for the purpose, similar to those which, in the same Government Order, were sanctioned for Rajahmundry, Kurnool, Cuddapah, and Adoni.

" The Director of Public Instruction will make the necessary arrangements to give effect to this altered decision, and will expedite his reports on the remaining centres of Mahomedan population, to which his attention was directed in the G.O., of the 7th October 1872, No. 288, Educational, and especially on Arcot and Vellore."

There is nothing to show what circumstances induced Government to alter their decision with regard to these three stations. According to the views expressed by Mr. Barton in 1872, and according to the views held by the memorialists now, the establishment of Government Schools for Mahomedans at Masulipatam, Ellore, and Trichinopoly was contrary to the Despatch of 1854. The action of Government seems however to have been quite in accordance with the construction placed on that despatch by the Secretary of State in his despatch of the 23rd July 1864 already quoted.

25. In June 1875 Dr. Bradshaw recommended that the Government Mahomedan School at Ellore should be closed and one opened instead at Narsapur. In forwarding this letter I simply observed that a Government Mahomedan School seemed more needed at Narsapur than at Ellore, and that the grounds on which Government had decided on establishing a Mahomedan School at Ellore had not been communicated to this office. On this a reference was made to the Collector. In the meantime a petition was received in this office, a translation of which was forwarded by the Acting Director to Government. The following is a copy of it:—

" The undersigned Mahomedan inhabitants of Ellore respectfully beg to state that they are obliged to mention a few facts which are fit for your information concerning the Mahomedan School of this place, hoping that they may be heard with deep consideration.

" 2. When the Right Honorable the Governor in Council proposed to establish a few schools in this country, Ellore also was one of the districts in which the schools were to be, but on account of the reverend gentlemen who always tried to prevent the existence of any Government School except one belonging to the Mission, and to obtain the future reward by the religious and worldly instructions, the Government orders about the same were not issued in this place. However, it was our good luck that in the second instance the abovementioned Governor determined to educate the unfortunate people of this place, to prevent

which the reverend gentlemen tried their best, but it was to no purpose. At last the revised order of the Government was issued that, according to the rule, a Mahomedan School should be opened in Ellore.

"3. Oh ! exalter of the poor, may safety be to you. As soon as this took place the Rev. Mr. Barton, who was the Secretary of the Church Mission Society, wrote to the Rev. Mr. Padfield, who was the Head Master of the Mission School of Ellore, to say that the Governor in Council, the second time, was strongly of opinion that a school should be established in Ellore, and that it seems to be impossible to change his intention, as he had issued this order to that effect; but still there is a hope of preventing it if you can manage to send me a paper signed by the Mussulmans, expressing that there is no use of the Government School here; the Mission School is very useful to them, and they, therefore, hope that the Rev. Mr. Padfield will in any way keep the Governor from his idea of establishing a Government School. I then through the means of that paper, will speak to the Council on the part of the Mussulmans as strong as possible and try to get the order of the Government cancelled.

"4. Oh ! cherisher of the poor. On receiving the letter from the Rev. Mr. Barton the Rev. Mr. Padfield showed it to Mr. H. Prendergast, who then was a Police Inspector of this place, and asked him to get a document of that kind as mentioned above from Mussulmans in any way, as he had authority by the appointment he held. The Police Inspector agreed to his request and wrote a paper himself in the English language, and again got it translated by Munshi Mahomed Waizullah Sahib by force, and this paper was signed by some of the Mussulmans by means of threatening and frightening them circulated by the Head Constables to every house, and sent at once to the Rev. Mr. Barton. A few copies of some English letters are annexed to this to prove the true expression of us (the poor people) evidently on the subject.

"5. Whilst the report was circulated the Mussulmans, with the remaining number of them, sent their application for a Mahomedan School to the Governor in Council; but, through fear of the chiefs, they did not give the slightest information about what had taken place in Ellore. The application was accepted, and a Mahomedan School was established here two years ago. Then the reverend gentlemen turned very jealous and tried to root out the school; still no harm could be done up to the time of Mr. Burrows, the Inspector of the Schools, who was not a bigoted gentleman in the religious matters. After Mr. Bradshaw came, Mr. Thornton was appointed as a master to the Mission School in the place of the Rev. Mr. Padfield, and Lord Hobart, the Governor in Council, also closed his eyes; the fate of all the Mussulmans turned very bad, because Mr. Bradshaw, who is an old friend and school-fellow of Mr. Thornton, has strongly promised him to close up the Government Mahomedan School in Ellore by some means or other; he therefore has given reasons to discontinue the Mahomedan School of this place in his report, and has published that the third class should be dismissed, though they have given a splendid examination; it is merely to confuse us in order that we may send our children to the Mission School, and the Mahomedan School may easily be discontinued by itself. In short, we are certain that the said gentleman will never keep himself back from the ruin of this school; yet we (the subjects of the Government) are compelled to make known our miserable condition to the Government and to try what we can do for our children.

"6. Oh ! exalter of the poor. As the Inspector has reported that while there is a Mahomedan class in the Mission School there is no necessity for having a

Government School in this place, his actual injustice is to be proved, because if, for instance, his suggestion may be referred to the case of Hindus, there is reason to question that, notwithstanding the existence of the Mission School, why the Government Anglo-Vernacular School was kept so long; is rather certain that if Hindu boys had not decreased in number, the school would have been continued and a good number of Hindus would have been benefited by the same. Merely on account of the carelessness of the Hindus that school became shut, on account of which the Hindus now regret; besides that, as all nations (*i.e.*, the subjects and well-wishers of the Government) are entitled to be treated alike by the authority of the Most Gracious Queen (whose country, may it continue for ever) without distinction of religions, Mussulmans especially are entitled to the same, as they are exceedingly reduced to a deplorable condition. While so, it seems a regular oppression of the Mahomedans not to allow a small Government Mahomedan School for them here where there are a great number of Mahomedan people, except the Mahomedan Department of the Mission College in Ellore, but on the contrary to allow thousands of real schools and their branches in different places for Hindus, and sometimes two or more than two schools for them. As Mr. Bradshaw has recommended the transfer of this Government School to Narsapur, where Mahomedans are rather fewer than in this populous place, the most of the inhabitants of which are Mussulmans, and many more schools are wanted, his intention will evidently be known whether right or wrong.

"7. Oh! gracious sir, may safety be to you. It is evident that the instruction of the Mahomedan School of this place is in many degrees better than that of the Mission School; those who are just will understand it by the result of examinations; moreover the reports of the Deputy Inspector and the Inspector will testify the same, and a great difference is manifest between the boys of the former schools and of this with regard to the instructions which they have received. Notwithstanding all this good prospect, Mr. Bradshaw's rejecting the Deputy Inspector's application for a third teacher for the third class and at the same time accepting the like application from Rajahmundry seems to be very unfair.

"We, therefore, hope that you will kindly send an especial proceeding to continue the school here for ever, and appoint a third teacher for the same, for which kindness we (the helpless people) with all success will pray for your country and wealth.

"May the sun of your prosperity always shine and ever last. Amen. Oh God of the worlds."

This was also referred to the Collector, who submited a report from the Sub-Collector, from which the following is an extract:—

"The Ellore School was established in 1872, being one of several schools then established throughout the Presidency especially for imparting elementary instruction to Mahomedan boys. It receives a grant of Rupees 52 per mensem from Government:—

	RS.
Head Master	30
Second ,, ...	15
Rent	5
Servant	2
Total...	52

But as all fees are paid into the treasury, and as these average Rupees 10 per mensem, the actual cost to Government is something over Rupees 40.

"Mr. Bradshaw recommends that it should be abolished, chiefly on the ground of there being no necessity for the existence of the school. There are three schools in different parts of the town largely attended by Mahomedan boys, the Church Mission High School having a separate department receiving aid from Government to the amount of Rupees 27.

"This hardly puts the case fairly. There are three schools, but all are connected with the Church Mission Society; in all the Christian religion is taught. It is perfectly true that a large number of Mahomedan youths do not object to attend these schools; but on the other hand there are many others whose parents wish for them a purely secular education. Even now there is an average monthly attendance of over fifty in the secular Government School, and the number would be largely increased if the two competed on equal terms.

"I enclose a paper given me by the masters in charge of the Mission School, which shows the number of boys attending each of the three schools and the fees payable by them.

"The Government School is an elementary one, and its three classes correspond with the three lower classes of the Mission School. The fees charged are in the Mission Schools 6 annas, 4 annas, and 3 annas; and in the Government School 6, 4, and 2 annas. But these Mission School-fees are to a great extent nominal as far as the boys and their parents are concerned. There are a number of free students, that is of boys, who pay no fees; and, secondly, the Mission raise subscriptions for the express purpose of paying fees for boys. Such a subscription list was brought to me at Ellore. It is clear that there is a great inducement for parents to send their children to a school where they get free scholarships or get their fees paid for them, whereas in the rival school full fees are demanded from all. I have not any doubt that if the two schools were put on anything like equal terms as regards fees, the numbers would rapidly increase in the Government School.

"In spite of this disadvantage there is an average monthly attendance of over fifty boys, who thereby show that they appreciate the advantages of the school. Mr. Bradshaw alleges that the school is kept up because it is a source of profit to the Head Master. Masters of schools usually do expect some remuneration for their labours, but in the present instance the insinuation is uncalled for, because the Head Master is a man of not inconsiderable position and wealth, and perfectly independent of any remuneration he may receive for teaching.

"Mr. Kershaw has recently inspected the school. I could not get a copy of his report, but he spoke to me very favourably of it, and I have seen a copy of the Proceedings of the Director of Public Instruction based on that report, which describes the condition of the school as very creditable. The Deputy Inspector of Schools who had examined it two weeks before told me that it was in a very satisfactory condition, and when I put the question directly to him, he gave it as his opinion, after first inspecting both schools, that the boys in the Government School were better and more carefully taught than those in the corresponding classes of the Mission School. He guarded himself by saying he was not alluding to the higher classes of the Mission Schools, which have the benefit of being taught by European gentlemen, but to the lower classes, which in both schools are taught by Mussulman masters.

"Under these circumstances, I am clearly of opinion that the Ellore school

should not be closed. In spite of extra inducements to go to the Mission School fifty boys attend the other school regularly, and they are as well taught if not better taught than they would be at the other. Let the Mission Schools beat others out of the field fairly if they can; but there is too great a tendency to invoke Government aid summarily to suppress any rival school in order that boys may be forced to their schools. Within the last week I was consulted by an agent of the same Society at Amalapur on my view about doing away with a flourishing Taluk School in order that a Mission School may take its place. It had not occurred to my visitor that the fair way would be to establish the Mission School and let it by superiority of teaching beat its rival out of the field until it died a natural death.

"I strongly recommend that the Ellore school be not closed in order to compel boys to attend the Mission School who cannot be attracted in other ways. I do not allude to the mazirnamah or petitions, for a numerously-signed petition can be got up advocating anything. But I may mention that the Kazi and other Mahomedan gentlemen I have consulted are anxious that the school should be continued."

The Collector in forwarding this letter stated that he agreed with the views of Mr. Kelsall and thought that the Mahomedan School at Ellore should be retained. Government in their Order, No. 422, of the 31st December 1875, concurred in opinion with the District Officers that the facts of the case fully warranted the continued maintenance of the Ellore Mahomedan School. This order appears to show that His Grace's Government takes the same view of the question as that taken by Lord Hobart's Government. That view seems opposed to that held by the memorialists.

26. If the construction placed by the memorialists on the Despatch of 1854 and on paragraph 27 of the recent G. O., No. 460, of the 23rd October 1878, is correct, not only should these three Mahomedan Schools be abolished, but the Presidency College itself ought to be closed to make room for the Madras Christian College. The continued maintenance of such an institution as the Calcutta Presidency College must also be a mistake. It may however be observed that paragraph 12 of G. O., No. 286, of the 5th October 1872, and paragraph 2 of G. O., No. 212, of the 6th July 1875, are entirely opposed to the submission of any proposals for closing the Presidency College.

27. As a matter of fact Government Schools have sometimes been closed when they have been found not to thrive, and Mission Schools have in some of these cases obtained such advantages as a monopoly brings with it. I may mention the abolition in 1868 of the Government Anglo-Vernacular School at Ellore, where there is a Church Missionary School; in 1875 of the Taluk Schools at Tiruvallur and Old Town, Cuddalore, the Free Church having a school at the former station and the S. P. G. at the latter; and in 1878 of the Taluk School of Tindivanum, where there is an American Mission School. It may be added that the Ellore case shows the risk with which such measures are attended. When the Government Anglo-Vernacular School was abolished at Ellore the Church Missionary Society pledged itself to maintain its own institution in a really efficient

state. That pledge has not been redeemed. For a short time matters went on very well, but as soon as Mr. Arden left the station, the school began to go down and for several years the reports of the Inspectors and the results of the Matriculation Examination have shown that the school is not in an efficient condition. I have recently had an opportunity of visiting the institution and am satisfied that, with the present staff of masters, it is never likely to be in an efficient condition. The result is that the inhabitants of a large and important town, in which there ought to be a flourishing High School, are practically deprived of the means of obtaining a sound education for their children.

Years.	Matriculates.	
	First Class.	Second Class.
1869-70 ...	...	...
1870-71 ...	...	1
1871-72 ...	...	5
1872-73 ...	...	1
1873-74 ...	...	2
1874-75 ...	1	1
1875-76 ...	...	1
1876-77 ...	...	3
1877-78 ...	...	1
1878-79 ...	...	...

28. This controversy about the construction of the Despatch of 1854 has been going on for a quarter of a century, and it seems very desirable that it should be closed by some authoritative decision which will leave no further room for doubt in the minds on the one hand of Christian Missionaries and on the other of the Hindu and Mahomedan subjects of Her Majesty. I have therefore endeavoured to place the history of the question before Government in as complete a form as possible, and the importance of the subject will, I hope, be deemed a sufficient justification of the long extracts which I have given from Parliamentary papers and other documents bearing on the point at issue.

29. In paragraphs 4, 5, and 6 the memorialists attribute the great development of aided schools between 1863-64 and 1869-70 to the revised Grant-in-aid Code of 1864, and state that in the latter year the financial necessities of Government led to a restriction being imposed on the issue of new grants-in-aid except for girls' schools. This restriction, they state, has not yet been withdrawn. It may be remarked that the increase in the number of pupils in private schools was largely due to the results system. The Code of 1864 did no doubt contain rules for results grants, but these rules proved practically inoperative and were superseded by fresh rules which came into force in 1868. Owing to the growing expenditure on grants-in-aid Government in their Order, No. 304, of the 17th September 1869, directed that no fresh salary or other ordinary grants should be sanctioned. No exception was made in favour of girls' schools as stated in the memorial, but results schools were exempted from the operation of this order. This restriction came into force on the 17th September 1869 and continued until the 1st August 1871, when funds were set free by the transfer to Local and Municipal funds of the grants to lower-class schools. In the meantime, however, the large proportion of the Grant-in-aid Fund swallowed up by the Town of Madras had attracted

special attention, and a circular was issued stopping all new salary grants in Madras except for poor schools and girls' schools. As a matter of fact new grants have been given from time to time to various Higher and Middle-class Schools in different parts of the Presidency, among which may be mentioned the American Mission School, Guntoor, the Hindu Schools at Bezwada and Palamcottah, and the Town School and Innespettah School at Rajahmundry, all of which have been established since 1869-70, and in some cases increased grants have been given to schools which were already receiving aid, such as, for instance, St. Joseph's Institution, Cuddalore. The amount available for new grants has however always been small, and in practice it has been necessary to reserve it mainly for girls' schools and results schools. For some time past there has been no money available even for girls' schools. The difficulty has been partly created by the Missionary Memorial of April 1873, under which all grants to elementary girls' schools fall on Provincial funds, but under any circumstances it must have arisen sooner or later. In England the educational grant is continually growing. In India, under the decentralization scheme, a fixed sum is assigned to each Local Government for Provincial Services, and all that seems possible is to make the most of the limited sum available by gradually reducing the grants to schools, which are to a large extent self-supporting, and giving new grants to those schools which are most in need of aid. That policy is the one which has been steadily pursued in Bengal, and the attempt to introduce it on a very limited scale in this Presidency is the immediate cause of this memorial.

30. In paragraph 7 the memorialists complain that while the gross expenditure on Government Colleges and Schools for general education from Provincial funds has risen from Rupees 2,13,827-8-2 in 1869-70 to Rupees 3,09,997-7-6 in 1876-77, the expenditure from the same funds on grants-in-aid during the same period has fallen from Rupees 3,07,881-14-7 to Rupees 2,78,622-2-4, and they imply that there has been a real increase to this extent in the outlay on Government Schools and a real decrease in the aid given to private schools. This statement seems based on an entire misapprehension of the true facts of the case, and the form in which it is put appears to me calculated to mislead. The figures are evidently taken from the tables given in paragraph 143 of the Public Instruction Report for 1869-70 and in paragraph 111 of the Public Instruction Report for 1876-77; but the sum of Rupees 2,13,827-8-2 in 1869-70 represents only that part of the expenditure which was met from Imperial Revenue. There was a very considerable expenditure from other sources. This is shown in the same table as follows, but it includes some expenditure appertaining to professional education :—

	RS.	A.	P.
Charges in Government Schools borne by school-fees ...	49,867	10	3
Do. do. from other sources.	4,467	3	7
Do. endowments, subscriptions, and donations ...	7,186	11	0

It is also stated in the next paragraph of the report that the total amount of fees collected during the year in Government Colleges and Schools was

Rupees 73,462-12-8, in addition to which Rupees 2,308-2-0 obtained from other sources had been credited to the School Fee Fund. It was added that, after defraying charges to the amount of Rupees 49,867-10-3 and paying Rupees 4,919-13-9 to the credit of Government, there remained a balance of Rupees 20,983-6-8. The fee receipts in Professional Colleges and Schools were of course included in these figures. In 1871-72 the School Fee Fund was abolished, and as under the new system all school fees were remitted in full to the Treasury and all charges previously met from school fees were paid from the Treasury, a corresponding change was necessarily made in the form of the annual table of expenditure. In 1871-72 certain charges were borne for a few months from school fees, and this accounts for the reduced amount of Rupees 15,570-11-0 which appears in the table for that year under this head, but in 1872-73 the item of "Charges borne by school fees" entirely disappears, and the whole of the expenditure is put under the head of Provincial Services, the school fees being credited to Government and deducted at the end of the table from the gross expentdiure. The School Fee Fund was afterwards reconstituted, but on an entirely different footing, the collections not being spent on any particular schools, but applied to any educational purpose to which Government chose to devote them. The expenditure of Rupees 3,09,999-7-6 in 1876-77 includes therefore the charges which under the system formerly in vogue would have been debited to school fees.

31. Not only is there this fundamental difference in the mode in which the charges are exhibited, but the charges in the two tables relate to different classes of schools, the term Government School being used in a different sense in the table of 1876-77 to that in which it was used in the table of 1869-70. The old rate schools established under Act VI of 1863 were aided schools, and they were made over with their grants-in-aid to the Local Fund Boards and Municipalities under Act IV of 1871. For some years these schools and all other Local Fund and Municipal Schools were treated as private schools, and such grants in aid as they continued to receive were treated as grants to aided schools. In reviewing the report for 1872-73 Government in their Order, No. 247, of the 13th July 1874, observed that, although this was correct as regarded the Educational Department and the Educational Budget from the stand-point of the tax-payer and the general public, schools under the management of a Local or Municipal Board and deriving their support from local taxation were as much public institutions as any other, and should be classified apart from the private institutions in the returns connected with Appendix B accompanying future reports. These orders were carried out in the preparation of the report for 1874-75, and the change of course affected the table of expenditure of that year and every subsequent year. Thus the sum of Rupees 3,09,999-7-6 in the table of 1876-77 includes Rupees 11,233-12-0 shown in the returns of the Local Fund Schools as received in grants from Government and Rupees 1,789-9-8 similarly shown in the returns of the Municipal Schools. The details of these grants are given in

Tables II and III of Appendix B of the report for 1876-77, where however, by a mistake in totalling, the grants to Local Fund Schools are shown as Rupees 11,206-8-0 instead of Rupees 11,233-12-0. The real grants were however much larger than the sums entered in the returns received from the Local Fund and Municipal Schools. On this point I may quote the following remarks from paragraph 17 of my Report on Public Instruction for 1875-76:—

"In all these cases the grants, although they might be expended in a manner at variance with the rules, were to be spent in particular schools. The details of this expenditure were, however, entirely removed, not only from the control but even from the cognizance of the Director of Public Instruction. In an ordinary grant-in-aid school the monthly bill shows how the money is spent. All such bills, if they involve any changes, require the countersignature of the Director of Public Instruction; if they involve no change they are sent after payment by the Accountant-General to the Director for entry in his books. In the case of these lump grants there is no such check. All the information received on the subject is that derived from the annual financial returns. The abolition of the house-tax has, however, led to a still wider deviation from the fundamental principles of the grant-in-aid rules. Lump grants are now given, not only to individual schools but to circles, and under this system it seems impossible in many cases to discover not only how the grants have been spent, but even on what particular schools they have been spent. This is specially the case in the Sixth Division. The annual returns prescribed by the Government of India contain a column showing for each school the amount received from Government and the average cost to Government of educating each pupil; but the following copy of a recent letter from Mr. Garthwaite will give some idea of the confusion which has been introduced into the preparation of the annual statistics of the department by the system of lump grants to circles:—

'I have the honor to apply for information as to whether Annual Return, Part III, headings "'X, Institutions for boys in Local Fund Circles.'" and "'XI, Mixed Institutions for Boys and Girls in Local Fund Schools,'" in the column "'Receipts from Government,'" any entry should be made in the case of Local Fund Schools in this division. While there is no grant, result or salary, issued by Government to the school, the Local Fund Boards receive from Government a general lump grant to help them to meet their educational expenses of all kinds, inspection, book-hawkers and buildings, their own schools, salary grants, and results grants to other schools, &c. This grant for the current year is entered by Government in the revised budget as for "'Education'" or "'Schools,'" but in that for the coming year it is credited to the General Fund. As it would be a matter of the utmost intricacy for the Local Fund Board to determine what portion of this general grant is assignable to each individual school, it would be better to enter in the column of remarks that a lump grant of so much was given to the circle, and put in the above column merely an asterisk to refer to the remark. Otherwise the returns for Local Fund Schools will be very late, and probably very unreliable.'"

In 1876-77 grants amounting to Rupees 25,050 were found unaccounted for in the returns of individual Local Fund and Municipal Schools, and this item was accordingly shown separately in the table under the head of "Other Expenditure," the entry being as follows:—

	RS.
Grants to Local Fund Circles of Masulipatam, Cuddapah, Bellary, Kurnool, Virudachalam, Tinnevelly, Calicut, and Tellicherry not entered in educational returns	25,050

It is obvious therefore that if a fair comparison is to be instituted between the tables of expenditure in 1869-70 and 1876-77, Rupees 11,233-12-0 and Rupees 1,789-9-8 must be deducted from Rupees 3,09,999-7-6 and transferred with Rupees 1,15,050 to grants-in-aid. A few words seem necessary regarding the item of Rupees 1,15,525-2-8 which appears in the table of 1876-77 for charges in Government Colleges and Schools borne by endowments, subscriptions, and funds from other sources. The apparently corresponding items in 1869-70 are as follow:—

	RS.	A.	P.
From other sources than school fees	4,467	3	7
From endowments, subscriptions, and donations	7,186	11	0
Total...	11,653	14	7

This great difference is of course owing to the fact that all the Local Fund and Municipal School charges, which are not paid by Government, come now into this part of the table. The sums annually received on account of endowments, &c., in Government Schools properly so called are usually small and are shown in detail in Table XXII of Appendix B of the report for 1869-70 and in Table XXVI of Appendix A of the report for 1876-77. They are chiefly for scholarships and medals. Besides these there are the Tellicherry and Mangalore endowments. The late Mr. Brennen of Tellicherry left Rupees 8,000 for the maintenance of a school and Rupees 4,000 for the erection of a building. This school was carried on for some years by the Basel Mission and was in 1872-73 transferred to Government. The interest of this endowment is credited to Government after deducting a pension of Rupees 4 which is paid to an old servant of Mr. Brennen's. At Mangalore the inhabitants subscribed Rupees 65,000 in 1865 towards the establishment of a Provincial School. A part of this sum was expended on a building, and the balance was invested in Government securities as an endowment for the payment of the salaries of some of the teachers. Some time after I relieved Mr. Powell I discovered that the interest of this endowment, instead of being credited as had been ordered to Government, had been added from time to time to capital. In 1876-77 the whole of this sum, which amounted to Rupees 26,586-5-3, together with interest realised during the year, *viz.*, Rupees 3,143-12-5, was paid to Government, and in the table of Expenditure of 1876-77 credit is of course taken for this payment of Rupees 30,122-1-8. As however this large receipt is an abnormal item and would put the net Government expenditure in too favorable a light, I have, in drawing up the following table, omitted from both years' accounts the receipts from endowments, subscriptions, donations and other sources. I have also debited Government Colleges and Schools with the whole of the adjustments made on account of apparatus for teaching physical science, library books and prizes, which are set down in the table

at Rupees 10,362-4-9. Strictly speaking, a considerable portion of these charges appertains to the previous year, as the apparatus came out in 1875-76 and some part of it is not connected with Government Schools at all, as several sets were specially got out for issue to Hindu Schools :—

Charges in Government Colleges and Schools for general education.	1869-70.			1876-77.		
	RS.	A.	P.	RS.	A.	P.
Colleges for general education	62,929	5	10	1,09,149	6	6
Schools do.	1,50,898	2	4	2,00,850	1	0
Total...	2,13,827	8	2	3,09,999	7	6
Adjustments on account of apparatus, library books and prizes	......			10,362	4	9
				3,20,361	12	3
Deduct grants to Local Fund and Municipal Schools	......			13,023	5	8
Expenditure on purely Government Schools.	2,13,827	8	2	3,07,338	6	7
Charges in do. met directly from schools fees	38,591	5	5	......		
Total gross expenditure...	2,52,418	13	7	3,07,338	6	7
Deduct school fees in Colleges and Schools.	63,693	8	8	1,07,063	8	2
Total net expenditure...	1,88,725	4	11	2,00,274	14	5

32. The increase in the gross expenditure, supposing it to be fair to take the account in that form, is therefore Rupees 54,919-9-0. As frequent references are made in the memorial to me personally, and special attention is drawn in one passage to the tendency of the present educational administration, it is not quite apparent why the year 1869-70 has been taken for the purpose of comparison. On this point it may be sufficient for me to remark that I succeeded Mr. Powell on the 27th March 1875, and can therefore hardly be held responsible for the changes which took place during the first five years of the above period. In many cases increases in the gross expenditure of certain institutions which have not been counterbalanced at the time they were made by decreases in the establishments of other institutions. After going through the educational history of these seven years it appears to me that the whole of the gross increase above referred to may be accounted for as follows. Although the Provincial School of Combaconum was nominally constituted a College some time previous to 1869-70, the increased establishment required was not sanctioned until long afterwards, *viz.*, partly in 1871-72 and partly in 1873-74. In 1871-72 some important changes were made in the graded branch of the educational service, under which the Principals of the Presidency and Combaconum Colleges and the Professors of the Presidency College became entitled to a

new scale of salaries risen by increments from a minimum to a maximum. In 1872-73 the Brennen Zillah School, which had previously been an aided school, was constituted a Government School. In the same year Lord Hobart took up, as already mentioned, the question of Mahomedan education, and a number of elementary schools were established for the special benefits of Mahomedans. The Zillah School of Rajahmundry was also raised in the same year to a Provincial School. In April 1873 the Protestant Missionaries of Madras presented a memorial to Government praying that female education should be withdrawn from the superintendence of the Local Fund Boards and Municipalities and that grants to girls' schools of the lower class should no longer be paid by these bodies, but be again constituted a charge on Provincial Funds. Various orders were issued on the subject, and not only were these bodies relieved of the payment of all salary grants and results grants to girls' schools, but eventually even a few girls' schools, which had been entirely supported by Local Fund Boards and Municipalities, were, contrary to the opinion expressed by Mr. Powell, constituted Government Girls' Schools. In 1874-75 a Professorship of Physical Science was instituted in the Presidency College, and Dr. Wilson arrived in February 1875. In 1874-75 and 1875-76, the discussions of previous years regarding the encouragement of education among the Ooriyas of the Ganjam District resulted in the appointment of some Ooriya Masters in the Zillah School of Berhampore and in some of the Taluk Schools. In 1875-76 a personal allowance of Rs. 200 per mensem was given to Mr. Porter, Principal of the Combaconum College, an additional Sanskrit Pundit was appointed, and the pay of the senior Tamil Pundit was raised from Rs. 45 to Rs. 50. In the same year the Rakapilli and Bhadrachalam Taluks were transferred from the Central Provinces to this Presidency and a few small elementary schools which existed in them were brought on the establishment. In the same year two additional classes were established on my recommendation in the Presidency College and a Sanskrit Pundit was appointed. Some apparatus for teaching physics and diagrams for teaching physiology, ordered in 1874-75, came out in the following year, and the charges which amounted to Rs. 6,371-14-8 were adjusted in 1876-77. The following statement shows the gross amount of these increased charges :—

	RS.	A.	P.
Increases to salaries of Principal and Masters, Combaconum College	8,220	0	0
Increases to salaries of Principal and Professors, Presidency College, under the new rules for the graded service	7,800	0	0
Brennen Zillah School, Tellicherry	6,707	13	1
Government Mahomedan Schools	7,142	9	11
Provincial School, Rajahmundry	2,400	0	0
Government Girls' Schools	3,492	5	8

	RS.	A.	P.
Professorship of Physical Science, Presidency College	6,000	0	0
Ooriya Masters in the Ganjam District ...	1,506	0	0
Personal allowance to Mr. Porter	2,400	0	0
Sanskrit and Tamil Pundits at Combaconum	360	0	0
Government Schools in Bhadrachalam and Rakapilli Taluks	886	7	2
Two additional Masters in Presidency College	1,440	0	0
Sanskrit Pundit do.	600	0	0
Adjustment charges on apparatus for teaching physics, physiological charts, &c. ...	6,371	14	8
Total ...	55,327	2	6

33. It appears to me, however, altogether an unfair mode of stating the case to take the gross expenditure and to say nothing about the school fees. The real outlay of Government on Colleges and Schools is represented by the net expenditure, not by the gross expenditure. The account above given shows that, during the seven years referred to by the memorialists, the school fees have risen from Rs. 63,693-8-8 to Rs. 1,07,063-8-2, and that if allowance is made for these enhanced receipts the net increase of expenditure has been only Rs. 11,549-9-6. Even of this increase a part is due to the Missionary Memorial of April 1873, which resulted in certain girls' schools being constituted Government Girls' Schools.

34. I now pass on to the alleged reduction in the amount expended on grants-in-aid. It must be remembered that in 1869-70 there were no Local Fund Boards and Municipalities, and that there was no expenditure on grants-in-aid except from Imperial Funds. Under Acts III and IV of 1871 a great change was made in this system. The payment of salary grants and results grants to elementary schools was thrown on Local Fund Boards and Municipalities. The working of the rules for results grants commenced in 1868-69, but in 1869-70 elementary schools were still largely aided on the salary grant system. This system was rapidly superseded by the result grant system. The following statement compares the grants of 1869-70 with those of 1876-77, credit being taken in the latter year for the grants to Local Fund and Municipal Schools referred to in paragraph 31. The amount of grants given by Local Fund Boards and Municipalities is shown separately, but it is explained in the Public Instruction report of 1876-77 that certain Local Fund Boards and Municipalities had failed to send in complete statements of their expenditure. The figures shown under the heads of salary grants from Local Fund Boards and Municipalities are therefore rather less than the sums really paid by them :—

Grants.	1869-70.			1876-77		
	RS.	A.	P.	RS.	A.	P.
Salary, furniture and book grants ...	2,63,828	14	5	2,07,002	14	4
Results Grants	41,404	5	3	68,618	0	0
Scholarships	2,648	10	11	3,061	4	0
Grants to Local Fund Schools shown in the returns	......			11,233	12	0
Do. Municipal do do. ...	......			1,789	9	8
Do. Local Fund Circles not shown in the returns	......			25,050	0	0
Total grants from Provincial Funds.	3,07,881	14	7	3,16,755	8	0
Results Grants paid from Local Funds.	......			2,04,742	8	6
Do. do. Municipal do.	......			33,293	12	10
Salary Grants paid from Local Funds.	......			1,265	13	1
Do. do. Municipal do.	......			5,617	3	7
	3,07,881	14	7	5,61,674	14	0

It will be seen that the expenditure on grants-in-aid from Provincial Funds so far from having fallen from Rs. 3,07,881-14-7 to Rs. 2,78,682-2-4 has risen to Rs. 3,16,755-8-0, the total increase being Rs. 8,873-9-5. This is very little less than the net increase on the outlay in Government institutions, and if allowance is made for the large grants given to private schools by Local Fund Boards and Municipalities, the grant-in-aid expenditure has really risen from Rs. 3,07,881-14-7 to Rs. 5,61,674-14-0.

35. In paragraph 8 the memorialists complain that reductions have been made in the grants to certain schools without any previous consultation with the managers, and that the time given them to make provision for the charges thrown on them has been too short. The reasons for making these reductions are fully stated in my letter, No. 4696, of the 13th December 1878, recorded in G.O., No. 529, of the 24th December 1878, which has been communicated to the managers and the measure was carried out with the approval of Government from a date suggested by Government itself. Consultations on the general question of reducing the rates of grants to schools had been going on for several years and action of some kind seemed imperatively called for. The measure adopted could scarcely be expected to be palatable to the parties concerned, but it may be remarked that, except with regard to the grant to the Christian College no attempt is made to impugn the correctness of the facts stated by me, or to show that the time has not yet come for making these reductions. In fact one of the gentlemen by whom the memorial was presented has assured me both before and since that he has long been of opinion that a reduction of grants was called for, and another gentleman who has taken an active part in the matter has also assured me that he entirely approved of the policy of the measure as regards schools, although not with regard to colleges.

36. The memorialists complain that I submitted a revised Code of rules

for Salary Grants without previous consultation with them. The first Grant-in-aid Rules were those published in 1855. The managers of private schools do not appear to have been consulted in their preparation. The next set of rules was the Code of 1858. Here again the managers of schools do not appear to have been consulted. In the preparation of the Code of 1864, Mr. Powell did consult the Inspectors of Schools and the managers of the most important private schools; but the rules in the shape in which he finally submitted them were not shown to the managers of schools by him. It was the Chief Secretary, who, before submitting the papers for the orders of Government, circulated a memorandum on the whole question of grants-in-aid among the representatives of the leading educational societies and managers of the principal Mission Schools in Madras and who had a personal conference with several of these gentlemen, at which the various points adverted to in the memorandum were fully discussed. The papers relating to these discussions were afterwards published as Selections from the Records of the Madras Government, No. XXXII. In 1867 the portions of the rules relating to results grants were entirely altered, and from time to time other minor changes took place. In 1869 Mr. Powell submitted a revised code of rules embodying all the modifications which had been ordered since 1864 and making some further additions and changes, the necessity for which he explained. In the preparation of this revised code he did not consult the managers of schools. The revised rules were not sanctioned, because Government deemed it advisable to delay the publication of them until it was seen what changes in the administration of the grant-in-aid system would be necessary under the legislative enactments then on the eve of being passed for the imposition of an Educational Cess. On further consideration however Government sanctioned the publication of a section of the revised rules, containing the conditions under which grants were to be made for the erection, purchase, repair or enlargement of school-buildings. The general question of revising the grant-in-aid rules remained in abeyance until 1873, when an important change in the educational policy of Government was announced. Government stated that it was their intention to employ for the purposes of elementary education some considerable part of the funds hitherto devoted to higher education, and directed Mr. Powell to submit a report as to the best means of carrying out this measure. Mr. Powell considered that funds might be set free in two ways, (1) by reducing the scale on which aid was given in salary and other grants, and (2) by remodelling Government Middle Schools. He recommended that the grants to trained teachers should be reduced from one-half to one-third, to certificated but untrained teachers to one-fourth, and that no grants should be given to uncertificated teachers. He also suggested that grants for contingencies, books of reference and prizes should be discontinued, and that grants for servants should be given only in the case of Higher Class Schools. These proposals were referred by Government to the representatives of the great Mission Societies and to the heads of

some important institutions for the education of Europeans, East Indians, and Mahomedans, and their remarks were communicated in May 1874 to Mr. Powell for his opinion and for the opinions of the Inspectors of Schools. Mr. Powell having left India without disposing of the papers, the duty of reporting on the question devolved on me. I submitted my views in my letter, No. 1127, of the 22nd May 1875. In the following month I was directed to proceed to Ootacamund for the purpose of affording information in connection with a measure proposed by the Acting Governor, Sir William Robinson, K.C.S.I., for the extension of elementary education in this Presidency. This scheme was discussed at a meeting held in Sir William Robinson's house. Sir William Robinson, the Hon. Mr. Ellis, and the Hon. Mr. Hudleston were present as well as Mr. Thompson and myself. At this meeting some remarks were made on the matters to which my letter, No. 1127, of the 22nd May 1875, related. Sir William Robinson was in favour of lump grants, and he read a portion of a minute which he had written on my letter. The Hon. Mr Ellis said that he agreed with me in nearly all my views. The Hon. Mr. Hudleston did not express any opinion. I remained five days at Ootacamund and soon after my return went on three months' privilege leave to England. I expected to receive a Government Order on the correspondence reviewed in my letter, No. 1127, of the 22nd May 1875. No order was however issued. In the meantime I dealt separately with the question of results grants. A revised set of rules for these grants had been called for, and at a conference of Inspectors held in January 1874 resolutions had been passed regarding the changes which these gentlemen considered necessary in the grant-in-aid rules, including both those relating to salary grants and those relating to results grants. A revised set of results rules was prepared and circulated by me in June 1875 for opinions among all the Local Fund Boards and Municipalities and also among all the leading representatives of the Missionary Societies and other persons interested in the matter. In December 1875 I submitted all the replies and a fresh set of draft rules. In October 1876 the draft rules were reviewed by Government and some further changes were ordered. Revised rules were submitted in January 1877 and they were passed with some further modifications in May 1877. In October 1876, I was also asked by Government to submit rules for the combined system, but it seemed desirable that these should be preceded by the preparation of revised rules for ordinary salary grants, and in April 1877 I drew the attention of Government to the fact that I was still without any orders on my letter, No. 1127, of the 22nd May 1875. In August 1877 I was directed to submit such rules as I wished to propose in parallel columns with the existing ones for ready comparison. As Government had expressed no opinion on any of the points discussed in my letter of the 22nd May 1875, it seemed useless to commence a fresh series of consultations with the Inspectors and Managers of Schools, and a revised code of rules, prepared in the manner directed by Government, was submitted with my letter, No. 215, of the 15th January 1878. This

was followed on the 6th February 1878 by a set of rules for the combined system. It will thus be seen that the memorialists are not correct in stating that the revised salary grant rules have been framed without the Managers of aided schools being consulted, but the discussions relating to the revision of these rules have been so protracted that some of them have perhaps forgotten the remarks made by them in the paper printed in G.O., No. 158, of the 7th May 1874, and bearing the following signatures:—

John Barton, David Fenn, } Church Missionary Society.
John Murdoch, Christian Vernacular Education Society.
D. Sinclair, Church of Scotland's Mission.
William Miller, William Carslaw, George Milne Rae, Charles Cooper, William Ross, P. Rajahgopal, } Free Church of Scotland.
Edmund Jermyn, Gospel Propagation Society.
Edward Sell, Harris School.
George Hall, T. E. Slater, S. Organe, } London Missionary Society.
James Gillings, William Burgess, } Wesleyan Missionary Society.
George Thom, Doveton College.
Edward H. DuBois, Bishop Corrie's Grammar School.

I may add that not only have all these gentlemen been consulted in the manner above stated, but that my comments on their remarks have been published in the Public Instruction Report for 1875-76, pages 26—32, in which the whole of that portion of my letter, No. 1127, of the 22nd May 1875, which relates to the revision of the grant-in-aid rules is given. The assertion that no information has been vouchsafed as to the nature and bearing of my proposals does not therefore seem to be in accordance with the real facts of the case.

37. The next complaint of the memorialists relates to the establishment, or rather the re-establishment of a small middle department in the Presidency College in 1875-76. The circumstances which necessitated this measure were fully explained to Government at the time. The middle classes were abolished one after another some years ago, because they were no longer necessary. The Presidency College had for many years almost a monopoly of superior instruction, but the development of the Combaconum and Free Church Colleges and of the Provincial Government and Aided Schools in course of time entirely altered its position, and at last it became evident that the College classes could no longer be maintained at their proper strength, unless some measures were taken to replace the School Department on something like its former footing. Such

an institution as the Presidency College must, under any circumstances, be costly, and in a financial point of view it is of importance that there should be about forty students in each class. The measure to which exception is taken was a very small one. Permission was given to establish an upper and a lower fourth class, each consisting of forty boys. Two additional masters were to be entertained for these classes, one on Rupees 70 and the other on Rupees 50. The school fee in the upper fourth class was to be Rupees 2-8-0, and in the lower fourth class Rupees 2. If the classes filled to the extent proposed it was estimated that the fees would pay for the two additional masters and leave in that case a surplus of Rupees 60 which might be applied to meeting the salary of an assistant for whom Dr. Oppert had applied. It was distinctly explained that the main object in view was not to provide for this Sanskrit Assistant, but to render the Presidency College more efficient. The Principal of the Presidency College makes the following remarks on this portion of the memorial in paragraph 10 of his annual report :—

Cost of Education in the College.

"The cost of educating each pupil in the College in 1878-79 is more than fifty rupees less than it was in the preceding year; in the High School the saving is about Rupees twenty a head; and in the Middle School the cost remains practically at the same figure. It is necessary to say a few words with regard to the cost of the Middle School in consequence of a statement made in a memorial recently presented to his Grace the Governor and printed in the *Madras Times* of the 7th instant. The memorialists say that when the lower classes of this College were re-established in 1875-76 the Government were informed that the change would involve no additional expense, and a little further on they remark that the expectation has not been fulfilled inasmuch as in 1876-77 the fees obtained from these classes failed to cover half the expense. This statement is so entirely misleading and has had unfortunately such a wide publicity given to it that it is necessary to expose its fallacy. The reason why the expense is double the income is that this Middle School is debited with portions of Dr. Oppert's salary, of the pay of the Sanskrit, Persian and Vernacular Pundits, the Writing Master, Clerk, College Servants, &c. But it is obvious that if these middle classes did not exist the whole of these charges would be borne by the College and High School as they were in the interval between 1868 and 1876, and that the only additional expense caused by these classes consists of the salaries of the two English Masters employed to teach them and of a small amount of stationery consumed by the boys. In the year quoted by the memorialists the salaries of these masters amounted to Rupees 1,440 and the fees they admit to have been Rupees 1,940, so that Rupees 500 were available for papers and pens. Instead therefore of the hopes held out at the re-opening of these classes not being realized, they have been abundantly fulfilled, for each year a small contribution has been made by these classes to the general expenses of the institution. Regarding the necessity of the buttress, as the memorialists call these classes, I need not repeat what has been urged in former reports; it is sufficient to remark that if an Aided College has a Junior Department of 800 boys, the Government College may surely be allowed one-fourth of the number. As to the 'weakening effect on aided institutions,' which

in the opinion of the memorialists is exercised by these classes, I can only say that the institutions they allude to must indeed be in a precarious condition, if they can be affected to any appreciable extent by the education here of sixty or seventy boys, mostly dwellers in Triplicane, the Anglo-Vernacular School of which suburb certainly does not afford them the same sound education that they can get with us."

The statement in the margin shows the additional receipts and additional expenditure due to the re-establishment of these two classes from the 11th January 1876 to the 31st March 1879. The surplus is Rupees 1,275. As however the salaries for March are paid in April, Rupees 120 should be deducted from this amount and also a small sum for paper and pens. It will thus be seen that although it has not been possible to keep up these classes to the full strength proposed of forty boys, the fee collections have been more than sufficient to cover the additional cost of these classes. It is more necessary than ever that these classes should be maintained, for notwithstanding their existence, the strength of the Junior Department had fallen this year from 205 to 187. "This," Mr. Thompson remarks, "is entirely owing to the small number of boys in the fifth class; the Anglo-Vernacular School at Triplicane from which recruits for this class were mainly drawn having now become a fully developed High School, the boys that formerly came to us remain for the most part in the school in which they have been brought up." If the existence of a fourth class in the Presidency College now is a violation of the Despatch of 1854, the existence of this class at a former period must also have been a violation of the despatch, and if a fourth class must not exist in the Presidency College, it is not apparent what right it has to have a fifth class or a sixth class, or, in fact, to have any classes at all. The establishment of an upper and lower fourth class in the Presidency College has been useful in many ways, and it has taught the important lesson that even in the town of Madras an increase of gross expenditure on education may be the means of obtaining a decrease of net expenditure.

Years.	Fees collected.			Salaries of two Additional Masters.		
	RS.	A.	P.	RS.	A.	P.
1875-76 ...	400	0	0	101	12	0
1876-77 ...	1,940	8	0	1,440	0	0
1877-78 ...	1,737	0	0	1,440	0	0
1878-79 ...	1,619	4	0	1,440	0	0
Total...	5,696	12	0	4,421	12	0

38. The memorialists next point to the action of Government with regard to the Madras Christian College which is described as the only fully developed College amongst aided institutions. If this means that it is the only aided institution, which educates up to the B.A. degree, it may be remarked that St. Joseph's College, Negapatam, also educates up to the B.A. degree, and that the Doveton College has only recently discontinued doing so. It is no doubt a fact that Government has three times refused to make any increase to the annual grant of Rupees 10,047 given to this institution, but I had personally nothing to do with any of these refusals. The first of these applications is recorded in G.O., No. 53, of the 29th February 1872. It was strongly opposed by Mr. Powell and the order passed on it by Government was as follows:—

"Considering the heavy demands upon the allotment for grants-in-aid which are now made from all parts of the Presidency, and the backward condition of some of the districts in respect of education, the Government agrees with the Director in thinking that, except on very special grounds, no addition ought to be made to the expenditure from the Provincial revenues on higher and middle class education in the Presidency town, and decline to sanction the grants now asked for.

"The Government gather from the correspondence that the teachers in aid of whose salaries grants have been applied for, were engaged by the Mission without any previous communication with the Director of Public Instruction. This, it seems to Government, was a very imprudent proceeding."

It will be observed that the refusal was not put on the ground that there were no funds, but that such funds as there were ought to be applied to aiding schools in other parts of the Presidency. A few months afterwards the Secretary of the Financial Board solicited a reconsideration of this order. In the following passages he laid great stress on the distinction which ought to be made between the College and School Departments and fully admitted the propriety of treating the School Department in the same way as the other schools in Madras :—

"I venture to ground my present request mainly on the distinction, to which, in the order in question, Government has not, I submit, sufficiently adverted, between the School and College Departments of the institution. For the School Department I gratefully admit that most liberal aid has been and is received. It is true that even in it the grant received is less in proportion to the work done than is afforded to any of the important schools in Madras. This appears from the statistics contained in my former letter of date 19th December 1871. It is also true that since the issue of fresh grants to schools in Madras was stopped in October 1869 considerable additional outlay has been incurred even in this department. But I willingly admit that this has been more than covered by the addition to the school fees which has been realized largely through the action taken by Government, and I admit further that, in view of the necessities of other districts, no further aid can be fairly demanded by any of the higher class schools in the Presidency Town.

* * *

"While fully admitting, therefore, the propriety of treating the School Department of the institution in the way as the other schools of Madras, I submit that the College stands on a decidedly different footing."

The application was disposed of in G.O., No. 309, of the 9th November 1872 in the following terms:—

"The Governor in Council regrets that he is unable to depart from the resolution contained in the G.O., dated 29th February last, declining to sanction certain grants to the College Branch of the Free Church Mission Central Institution, Madras."

In July 1875 a third application was addressed to Government. The following is an extract from this application :—

"We do not apply to have the grant so raised as to meet one-half of the proposed outlay, though that is the proportion which it is implied in the existing rules that Government may contribute. We recognize that a distinction should

be made between the School Department and the College. The former should be largely and increasingly self-supporting by means of fees. In the latter, fees can never be expected to do so much to meet the outlay. We would therefore apply for half the amount only of what is spent upon the College, and be content with a much smaller proportion of the expenditure on the school.

"We venture however to request that whatever grant is issued should not be apportioned as at present to individual teachers and professors, but should take a consolidated form. The history of the Free Church Mission, extending now over nearly forty years (to say nothing of the still wider character of the body to which it is proposed that the management of the institution shall henceforth be entrusted), gives ground, we submit, for believing that it will honestly apply whatever funds are entrusted to it, and apply them all the better if not hampered by minute rules in using them. The results of the University examinations and the visits of an Inspector (should these be still thought necessary), will sufficiently show whether the grant is wisely administered. In addition to this we should welcome an examination at the end of periods of perhaps five years, into the financial condition of the institution. If it then appeared that the grant was in any way misapplied, or that any part of it had become unnecessary, it might fairly be reduced, as on the other hand it might be increased if it appeared that its increase would be for the good of the community.

"If the grant be issued in this consolidated form and assured to the institution so long as it may be both needed, and well applied, we consider that one-fourth of the expense of the school would be enough for us to ask from Government. It would be the aim of the managing body to supplement the large deficiency which this would leave by raising the rate of fees as rapidly as possible. The estimate of the division of the proposed outlay is as follows :—

	RS.	
On the School	18,800	yearly.
On the College	21,200	,,
Total ...	40,000	

One-fourth of the former (*viz.*, Rs. 4,700), together with one-half of the latter (*viz.*, Rs. 10,600) or Rs. 15,300 in all, is accordingly the annual grant for which we now apply, or to state it differently Rs. 1,275 per mensem."

As I was then in England the application was reported on by Mr. Thompson and the result was that Government intimated that the state of the funds did not admit of any additional grant being given to the Free Church Institution. When certain reductions in the grants to Colleges and Schools were recently recommended, the principle laid down by the Secretary of treating the School Department in the same way as the other schools and of leaving the College on a decidedly different footing, was carried out with a slight modification intended to be favourable to the College. According to the returns received from the institution the proportion of the grant spent in the College Department was Rs. 6,185-6-8, of which Rs. 1,510 was on account of scholarships, leaving the net Government grant to the College Department at Rs. 4,675-6-8, or rather less than Rs. 400 per mensem. This added to Rs. 200 the monthly grant given to the other schools would have been Rs. 600, but of this Rs. 450 was put

down by me to the College and Rs. 150 to the School. As there is every probability of further reductions at some future time in the grants to schools, this mode of distributing the grant was obviously advantageous to the institution. The Rector of St. Joseph's College points out in a communication now before Government that even this reduced grant of Rs. 600 per mensem is more than double the grant given to his own institution, which receives only Rs. 250 per mensem. St. Joseph's College is the only Roman Catholic College in this Presidency, which educates up to the B. A. Degree and this is one out of many instances of the disparity of the grants obtained by the Madras Colleges and Schools. The reduced grant of Rs. 7,200 now given to the Madras Christian College is larger than the grant given to any similar institution in Bengal and Bombay. The following list of grants to aided Colleges in Bengal is taken from the Public Instruction Report for 1877-78:—

" Saint Xavier's	College,	Calcutta	3,600
Free Church	do.	do.	5,520
General Assembly's	do.	do.	4,200
Cathedral Mission	do.	do.	5,520
Doveton	do.	do.	3,000
London Mission	do.	Bhowanipore	2,296

In Bombay there are only two aided Colleges and they received between them Rs. 1,300 in 1877-78. The memorialists consider that it might reasonably have been expected that the first opportunity would be seized, when funds were available, to give the Christian College some of the additional aid to which it was entitled, and that such an opportunity presented itself when the reduction of grants to schools in Madras was recently made. The reductions are only about sufficient to pay for an Inspectress of Schools, to provide funds for building grants and to allow of the Church of Scotland School at Vellore being raised to a High School, but even if the reductions had been of such a character as to leave money available for fresh salary grants, I do not see how in the face of the very decided refusal contained in G. O., No. 55, of the 29th February 1872, any further grants could have been given to the Madras Christian College. In an administrative point of view such a step as that suggested by the memorialists would, I think, have been singularly inopportune. The reductions proposed by me fell impartially both upon Mission Schools and upon Hindu Schools, but the Hindus would have had some reason to be indignant if they had found that the grant of the Hindu Proprietary School had been entirely stopped and large reductions made in the grants of Patcheappah's School and Govindoo Naidoo's School solely or mainly for the purpose of still further increasing the grant of the most largely aided Mission Institution in this Presidency, if not in India.

39. The last complaint of the memorialists relates to the action recently taken regarding the Government Schools at Cuddalore and Salem. It is asserted that the Zillah Schools at these stations have been erected into Provincial Schools at an additional outlay on direct Government education

of in all likelihood not less than Rs. 10,000 a year, and that this has been done in opposition to, and at the direct expense of, aided institutions, which will no longer be able to compete on equal terms with the Government Schools, and will most likely be beaten out of the field. The measure is considered unjustifiable because there are Collegiate Schools at no great distance. Before going into these cases in detail, I may observe that in paragraph 64 of my report on Public Instruction for 1875-76, I pointed out that the number of institutions working up to the F. A. standard was not enough for the wants of this Presidency and suggested that there ought, if possible, to be one in every district. In their order on my report Government observed that, in reviewing the past history of the department, I had drawn attention incidentally to arrangements which had not been found to work satisfactorily in practice or had outlived the state of things for which they were designed, and that I had indicated the direction in which I considered improvement called for. As several of these matters had formed the subject of separate communications, they presumed that I would deal similarly with the other questions, on which they therefore expressed no opinion. The above is one of these questions. In two districts, Vizagapatam and Tinnevelly, the want to which I have referred has been supplied by four aided schools raising their standard, and I have little doubt that other aided schools will follow their example. But the measure is one in which the co-operation of Government is required and it appeared to me that the time had come for doing something in this direction for Cuddalore and Salem. Salem has a population of 50,012, and materials are now furnished for First Arts classes by the Government School and the London Mission School. The population of Cuddalore is 40,290, and material is furnished for First Arts classes by the Government School and St. Joseph's Institution, Cuddalore, and Patcheappah's Branch School, Chilambaram, besides which the S. P. G. School in the Fort of Cuddalore has also become a school of the higher class. The Collectors of both these districts were consulted and both were of opinion that the measure was unobjectionable. The abolition of the chair of Vernacular Literature in the Presidency College has effected a saving of Rupees 190, and out of this saving an additional master has been appointed at Salem on a salary of Rupees 125, rising to Rupees 175 by biennial increments of Rupees 10. At Cuddalore an additional master has been obtained by transferring a teacher from the Madras Normal School. This measure has therefore entailed no additional outlay on Government, and I do not see in what sense it can be said to have been carried out in opposition to, and at the direct expense of, aided institutions. The College Department of the Government Institutions cannot compete in any way with institutions which have no College Department. As regards the School Department the competition will be the same as before, the private schools having the benefit in the competition of lower rates of school fees. The person who ought to know best if any injury has been done to St. Joseph's Institution, Cuddalore, is the Rev.

Mr. Tarbes, the Superior of that Institution. As he has not signed the memorial, I wrote and asked him whether he concurred with the memorialists in considering that the raising of the standard of the Government Institution was a grievance. The following is his reply :—

"In reply to your letter, No. 1518, I beg to state—

"1st.—That I knew nothing of the memorial presented to His Grace the Governor until I had read it in the columns of the *Madras Mail.*

"2nd.—That up to date St. Joseph's Institution has not sustained any injury consequent on the raising of the standard of the Government Institution ; and that, in my opinion, the establishment of an F.A. class in the Government School, is not likely to be detrimental to St. Joseph's Institution, at least for some time to come. But as regards its future, I cannot speak so confidently ; and I feel sure that the Director of Public Instruction would permit me to raise the standard of St. Joseph's Institution, should the measure recently adopted with respect to the Government School be found to prejudicially affect the progress of our school.

"I may add that the F.A. class established at Cuddalore will prove a great boon to the poor students of the town, who would be unable to continue their studies."

The London Mission School of Salem is not an aided school, as is erroneously stated in the memorial, and the Managers of that institution, which gave up its grant about two years and a half ago, are very anxious that the Government Institution should be abolished or reduced, but as I have submitted a separate report on this subject, I need only remark here that there is no more reason why the London Mission School should be injured by the opening of a First Arts Class in the Government Institution than that St. Joseph's Institution should be injured by a similar measure at Cuddalore. If the argument that institutions working up to the F.A. standard are not needed at Cuddalore and Salem, because such institutions exist in other districts at no great distance, is a sound one, the practice of the Societies represented by the memorialists is singularly at variance with their theory. Why has the S. P. G. a First Arts Institution at Trichinopoly, when the district of Tanjore with several Colleges, one under the same Society, is close at hand ? Why has the Church Missionary Society recently raised the standard of its institution at Palamcottah ? The fact is that the number of young men who can afford to leave their homes for the purpose of prosecuting their studies in other districts is very small and that in some districts it is extremely difficult, when appointments become vacant, to find men for them who have passed the higher examinations and are natives of the district. And of late years the F.A. classes in some of the southern Colleges have become so large that it is scarcely desirable that young men from the neighbouring districts should resort to them. At Combaconum, for instance, there have been F.A. classes containing upwards of a hundred students, and the Principal has actually been obliged to reject young men, because he had no means of receiving them. The theory that the interests of a whole district are to be sacrificed to the imaginary interests of some private school, that an old Government Insti-

tution is not to raise its standard because it is possible that a much more recently established private school may possibly raise its standard at some future period seems to me altogether unreasonable. The Government Institution at Cuddalore is the oldest one of its class in the whole Presidency. It was the first of the Provincial Schools and was established on the 1st July 1853. St. Joseph's Institution came into existence in January 1868. The Salem Zillah School was established in 1857, the London Mission School in 1869. The memorialists speak of the expediency of fostering aided schools which compete with Government Schools. The fact that I some time ago increased the salary grants of St. Joseph's Institution was probably not known to them. That school has, I believe, never been in so efficient and thriving a state as it is now, and I trust that it will continue to advance.

40. In the concluding portion of the memorial it is suggested that some representatives of aided education might be appointed to consult with the Director or with Government regarding matters directly affecting that important branch of educational agency. No such body exists in any other part of India and it is not apparent how such a system is to be worked. As a matter of fact the Managers of schools have been, as shown in this letter, often consulted by the Director and by Government and there is nothing to prevent their being consulted when any question arises on which their advice is needed. Nor is there any thing to prevent their coming forward and stating their views on any question connected with the grant-in-aid system. Generally it is found that very different opinions prevail in different localities and among different classes of managers. The representatives of Roman Catholic Institutions consider that the Protestant Schools have received and are receiving more than their fair share of the grant-in-aid funds. Many of the representatives of Hindu Institutions hold views on the grant-in-aid system strongly opposed to those entertained by Protestant Missionaries. It seems to me extremely undesirable that either the Director or Government should place themselves in the hands of any particular set of advisers, however chosen, and still more objectionable if such advisers are merely the representatives of certain class interests.

41. I have now gone through the various subjects referred to in the memorial. The length to which this letter has extended seems to render it desirable that I should conclude with a brief summary of the principal points touched on in my reply :—

(1). It is assumed in the memorial that, under the Despatch of the 19th July 1854, old Government Colleges and Schools should be closed to make way for new Mission Institutions, but the language of the Despatch, especially in paragraphs 51, 52, 62 and 94, does not seem to justify this construction.

(2). The Despatch of 1854 contemplated grants-in-aid being given to Mission Schools, and in 1859 the Hindu and Mahomedan inhabitants of this Presidency submitted a memorial to the Secretary of State through the Local Government complaining *inter alia* that the larger portion of the

grant-in-aid funds was swallowed up in grants to Mission Schools and praying that the grant-in-aid system might be abolished, and that the sums disbursed through that channel might be devoted to the establishment of Government Provincial Schools. The prayer of their memorial was of course refused, but the history of this movement seems to show the necessity of caution in dealing with such demands as these set forth in the present memorial.

(3). In 1859 the Secretary of State instituted an examination into the operation of the orders contained in the Despatch of 1854, which were openly alleged to be among the causes which had brought about the Sepoy Mutiny and the disquietude and apprehension prevailing in various parts of India. No despatch seems however to have been published summing up the result of the inquiries thus instituted.

(4). In 1863 the Director of Public Instruction recommended the establishment of a Zillah School at Trichinopoly, where the inhabitants had subscribed Rupees 2,000 for a building, but Government doubted the expediency of the measure, mainly because the Zillah School would draw away pupils from two Mission Schools already in existence. The Secretary of State in his Despatch of the 23rd July 1864 considered that these grounds were not sufficient to prevent Government meeting the wishes of the inhabitants for the formation of a Zillah School, but Government still maintained that Government Schools should not be established in localities, where independent bodies were prepared to undertake the work. The Secretary of State in his Despatch of the 9th March 1865 reiterated his conviction that Government should take some steps for meeting the wishes of those inhabitants, who objected to send their children to the Mission Schools, and suggested that at all events they should be promised a liberal grant-in-aid, if they would establish a school of their own. This the native gentlemen were not able to do and their subscriptions were returned to them. The decision of Government was ultimately approved by the Secretary of State, but two Members of the Council of India, Sir George Clerk and Sir Erskine Perry, recorded their entire dissent, the former appealing to the Despatch of 1854.

(5). In reviewing the report on Public Instruction for 1867-68, Government referred to a petition which had been addressed to Lord Napier, praying for the establishment of a Zillah School at Tinnevelly and observed that there was not sufficient ground for acceding to the prayer of the memorial, as the educational requirements of the town were to some extent met by the Church Mission School and the Hindu School, both of which could be improved, and added that the matter should lie over, as it was understood that the Church Missionary Society contemplated getting out as Head Master a graduate of one of the English Universities, who would be able to raise the standard of instruction to the level of a Government College. The Secretary of State expressed his general concurrence in the views of the Madras Government, but Sir George Clerk recorded a dissent, in which he declared that it was unfair to the people to leave education to

zealous Missionaries, supported by Indian public money and denounced "the sacrifice of duty now offered for an illusory alliance with the Tinnevelly Missionaries."

(6). In 1873 Lord Hobart's Government ordered the establishment of Government Mahomedan Schools at Ellore, Masulipatam, and Trichinopoly, at all of which stations Mission Schools already existed, in which provision was made for the education of Mahomedans. This measure was adopted in opposition to the views of the Director of Public Instruction and in spite of the protest of the Secretary of the Church Missionary Society, who appealed to the Despatch of 1854.

(7). In 1875 when it was proposed to transfer the Government Mahomedan School of Ellore to Narsapur, the District Officers recommended that the Ellore School should not be closed in order to compel boys to attend the Mission School, who could not be attracted in other ways, and Government concurred with them in opinion that the facts of the case fully warranted the continued maintenance of the Ellore Mahomedan School.

(8). If the construction placed by the memorialists on the Despatch of 1854 is correct, not only these Mahomedan Schools, but several other schools should be abolished and the Presidency College should be closed to make room for the Madras Christian College, but G.Os., No. 286 of the 5th October 1872, and No. 212 of the 6th July 1875, are entirely opposed to the submission of any proposals for closing the Presidency College.

(9). Government Schools have sometimes been closed when they have not been found to thrive, and Mission Schools have in some cases obtained a monopoly of education in consequence. The case of the Anglo-Vernacular School, Ellore, shows the risk with which such measures are attended.

(10). Much of the increase in the number of pupils in private schools which the memorialists ascribe in paragraph 5 to the Code of 1864 was due to the results rules which came into force in 1868.

(11). The memorialists are entirely mistaken as to the nature and duration of the restriction on grant-in-aid expenditure referred to in paragraph 6.

(12). The memorialists are entirely mistaken in asserting that the expenditure on direct Government education has increased by 45 per cent. and the expenditure on grants-in-aid has decreased by 9·4 per cent. in 1876-77 as compared with 1869-70.

(13). Even if the gross expenditure had been correctly compared in these two years, it would be altogether unfair and misleading to take the account in that form and to ignore the fact that increased expenditure has been largely covered by increased receipts in school fees.

(14). The reductions of grants complained of in paragraph 8 were made with the previous approval of Government and from a date suggested by Government itself.

(15). The memorialists are not justified in stating that the draft grant-in-aid Code submitted to Government in January 1878 was prepared without

the Managers of Schools being consulted, and that they have been left in entire ignorance of the new scheme under which they may find themselves placed without a moment's warning.

(16). The establishment of two additional classes in the Middle School of the Presidency College was, and is, a necessary measure, and it has not entailed any additional expenditure on Government, as asserted in the memorial.

(17). No reduction has been made in the grant to the College Department of the Madras Christian College. The Secretary of that institution has himself admitted that the School Department should be treated like other schools, and anything like an appearance of partiality would have been highly impolitic at a time when the grants of several important Hindu Schools were being largely reduced.

(18). The establishment of First Arts classes in the Government Schools at Salem and Cuddalore has been carried out without entailing any additional expenditure on Government, and there is no reason for believing that the measure will have any of the effects supposed in the memorial.

(19). The Director and Government should, when necessary, obtain the best advice they can on matters relating to aided schools, and for this purpose Roman Catholic Missionaries and Protestant Missionaries, Hindus and Mahomedans, officials and non-officials should all be freely consulted, but the appointment of such a consultative body as that proposed is altogether inexpedient.

VI. GOVERNMENT ORDER ON THE MEMORIAL.

No. 17. ORDER THEREON, 15th September 1879, No. 351.

The leading feature of the policy enunciated in the Educational Despatch of the 19th July 1854 (paragraphs 41 and 97) is that Government aid should be given mainly to a less high class of education than had previously monopolized it; and in view to utilizing to the utmost the available funds for the purpose the principle of grants-in-aid was urged on the consideration of the Indian Government.

2. In summing up the instructions in paragraph 97 the Secretary of State however observed, "The higher classes will now be gradually called upon to depend more upon themselves, and your attention has been more especially directed to the education of the middle and lower classes, *both by the establishment of fitting schools for the purpose* and by means of a careful encouragement of the native schools which exist."

3. In the same summary it was remarked: "By sanctioning grants in aid of private efforts we hope to call to the assistance of Government private exertions and private liberality;" and in paragraph 49, after detailing the manner and extent in which the development of middle and lower class education by means of Government Schools was contemplated, the Secretary of State remarks, "nor is it necessary that we should depend entirely upon the direct efforts of Government," and the despatch goes on

to explain the contemplated system of grants-in-aid, but it insists on the importance of manifesting in the details " the principle of perfect religious neutrality on which the grants will be awarded."

4. In paragraph 61 the desire is expressed " that no Government Colleges or Schools shall be founded for the future in any district where a sufficient number of institutions exist capable, with assistance from the State, of supplying the local demand for education ;" and in paragraph 62 it is stated, " We look forward to the time when any general system of education entirely provided by Government may be discontinued with the gradual advance of the system of grants-in-aid and when many of the existing Government institutions, especially those of the higher order, may be safely closed."

5. The contention of the memorialists is that the free development of this avowed policy of grants-in-aid, as the chief means of promoting middle and lower education, has been violated by the action of Government in certain cases in which Government Schools have been unnecessarily placed in competition with existing private schools, and by the restricted expenditure on grants-in-aid and the limitation of the grant in particular cases.

6. The Director of Public Instruction in the letter above read shows how the memorialists are wrong in their facts in particular instances ; and argues generally that the *entire* policy of the despatch has been upheld and not violated by the action of this Government since its receipt. In paragraph 41 of his reply he enumerates his arguments which the Government regard as affording a full and satisfactory reply to the contention of the memorialists. They consider that to carry out at once and to the extent urged as due by the memorialists the principle of grants-in-aid to private schools in view to the speedy supersession of Government schools of a like class, would in fact be a practical abandonment of the still more important principle of strict religious neutrality in the application of State funds for aiding private effort in education, as it could not but have the effect of making the population for the present, and probably for a long time to come, mainly, if not solely, dependent upon Missionary and Christian institutions for what may be called upper and middle education ; and thus unavoidably envelope this branch of secular education in an atmosphere of possible, if not probable, proselytism.

7. The Government hold that such would necessarily be the effect of their accepting the obligation which the memorialists would impose on them, of relaxing or relinquishing their local efforts to promote the education of the class in question, whenever a Missionary institution entered the field or was in joint occupation of it.

8. They further think it beyond question that the alternative, as regards superior education above the merest primary instruction, is between Government schools and Missionary schools ; and, while allowing all credit to the magnificent efforts which have been made by Missionary institutions for the education of the people of India, they regard it as undeniable that proselytism is their ultimate aim and that it would be most unfair to the

people of the country who provide the funds whence grants-in-aid are made to shut them up to the alternative of superior education at institutions with this ultimate object, or absolute negation of all opportunity for such education. The Government cannot but conclude this to be the outcome of the memorialists' contention, and that if this object be set aside then they consider that the Director of Public Instruction has plainly shown that the action of this Government, where it has apparently restricted the absolutely free operation of the policy of grants-in-aid prescribed by the despatch, has really only done what was essential to maintain the higher principle of absolute religious neutrality in employing State funds for educational purposes.

(True Extract.)

H. B. GRIGG,

Acting Under Secy. to Govt.

VII. REMARKS ON THE DIRECTOR'S REPLY.

From

THE EXECUTIVE MISSIONARY EDUCATION COMMITTEE,

To

C. G. MASTER, ESQ.,

Acting Chief Secretary to Government.

SIR,

As representatives of those who in March last presented a Memorial on the working of the Grant-in-aid System, we desire through you humbly to request the attention of His Grace the Governor in Council to some remarks on the reply made by the Director of Public Instruction to the Memorial in question.

A.—In that reply there are, in the first place, some subordinate details on which we would briefly touch.

1. The Director seems to think that he has convicted the Memorialists of error when he shows that "much of the increase in the number of pupils in private schools which the Memorialists ascribe to the Code of 1864 was due to the Results Rules which came into force in 1868." It appears to us, however, that the Results Rules of 1868 were only the amplification and completion of the scheme set on foot in 1864. It was partly for this reason that the Memorialists pitched upon the year 1869-70 as the earliest in which the effect of the measures of 1864 could be clearly seen. Regard for conciseness forbade their entering into minute details; and the question of results-grants as distinct from salary-grants, though of great importance in its own place, bears merely upon the mode of administering Grants-in-aid, not upon the general principles that underlie them. To us the rules for salary-grants passed in 1864 but largely modified in 1868, seem part of one scheme which began to produce its full effect in 1869.

2. The Director says, in para. (12) of his summary, that "The Memorialists are entirely mistaken in asserting that the expenditure on direct Government education has increased by 45 per cent. and the expenditure on grants-in-aid has decreased by 9·4 per cent. in 1876-77 as compared with 1869-70." We beg leave to remark that the Memorialists of course depended for information on the tables appended to the reports on Public Instruction, and that their inferences from these tables are based in every case on the plain and obvious interpretation of them. We submit also that the explanations now given by the Director leave untouched the main contention of the Memorial. This contention is that while the Despatch of 1854 prescribes a gradual movement in the direction of reducing Government in favour of Aided Education, the decided tendency of the present educational policy is in the opposite direction; and that the Memorialists are right in their contention the Director's own figures prove. By explaining the tables, the Director makes out that instead of a reduction there has been an increase of Rs. 8,873-9-5 in Grants-in-aid since 1869-70, and that the increase of expenditure on Government Institutions amounts not to Rs. 96,171-15-4, as the Memorialists supposed, but only to Rs. 54,919-9-0. Thus even if the revised figures be accepted we cannot regard them as showing that the balance has been kept even between the two kinds of education, still less as showing that satisfactory progress is being made in carrying out the often reiterated policy of substituting aided local effort for the direct action of the Educational Department.

3. The Director, however, maintains, in para. (13), that the net and not the gross expenditure on Government Schools should alone be taken into account; and by this mode of reckoning he reduces the increased outlay on them to Rs. 11,549-9-6,—which is still, it will be observed, a larger sum than the increased outlay which he claims to be making under the head of Grants-in-aid. We venture to ask attention to what such a mode of reckoning really implies. It means that in the case of Government Schools all increased resources shall be spent in strengthening and enlarging them. But both in the paper under consideration and in his actual administration, the Director holds that in the case of Aided Institutions any increase of fees or other local resources should be followed by corresponding diminution of aid from Government:—in other words that Aided Institutions are not to be enlarged or strengthened by any natural process of development. A good school can now raise a steadily increasing sum in fees in almost every district. If this increase of resources is to be devoted in one class of schools to their constant development, while in another class it is met by corresponding reduction of other resources so that they are kept always stationary, it needs no proof that

sooner or later the former class will drive the latter from the field. We cannot but regard the Director's frank avowal that he wishes to deal with the two classes of schools on such different principles as bringing out the tendency of present administration very clearly.

It seems to us that in most cases the increase of fees should be devoted mainly to the reduction of expense; but it cannot possibly be right to apply it to this object in Aided Schools, and in the case of Government Schools to apply it to their enlargement and development. Whatever mode of reckoning is adopted should be applied equally to both.

4. We willingly admit that those who presented the Memorial in March last were in error when they said that their opinion had not been asked on the new rules for Grants-in-aid that were then under the consideration of Government. It appears that those Rules were practically almost the same as those on which the opinion of parties interested in Aided Education had been both asked and given some five years before. We submit, however, that when the Memorialists were informed that the Director had submitted to Government a "revised" Code of Rules in January 1878, they could scarcely be expected to understand that it was the same that had been brought to their notice in the beginning of 1874.

All difficulty on this point has, however, been removed through His Grace the Governor in Council having granted the prayer of the Memorial by sending the Rules in question to the Memorialists for their remarks. We trust it will be found possible to bring these Rules, with such emendations on them as the Memorialists have suggested, into unrestricted operation at an early date.

5. The Director holds, in para. (16), that the establishment of two classes in the Middle School of the Presidency College "has not entailed any additional expenditure on Government, as asserted in the Memorial." The statement of the Memorial was based solely on the Director's tables; but it is now explained that about half the outlay there set down against the new classes, consists of portions of the salaries of gentlemen whom Government have to pay in any case. It seems to us to make little difference in the real expense of a class whether it takes the form of direct outlay of money, or of the employment of Government servants in conducting it whose time, if they were not so employed, might be at the disposal of Government for other purposes.

Probably, however, we should not think it necessary to refer to this point were it not for a remark of the Director, which seems to us to justify all the apprehensions of the Memorialists. The Director says in para. 37 that the establishment of an upper and lower fourth class in the Presidency College "has taught

the important lesson that even in the town of Madras an increase of gross expenditure on education may be the means of obtaining a decrease of net expenditure." We beg leave to point out that classes attached to a great Institution like the Presidency College, supported by the prestige of Government and the influence of a great department, can always command pupils at the expense of other schools. It would not be wonderful if such classes became self-supporting even with a mode of reckoning that every one would regard as fair. But the self-support of such an Institution makes it only more difficult for others to support themselves. We submit that the Director's aim should be to make all schools, and not this one only, as far as possible self-supporting, and that he should therefore seek, as soon as other considerations render it advisable, to withdraw a school which in the very nature of the case makes it difficult for other schools to retain their most hopeful and their wealthiest pupils. If, however, the Director is resolved, as his remark seems to indicate, to extend Government Education, whenever it can be done without increase of expense, disregarding the interests of Aided Education, we cannot but hold his policy to be plainly out of harmony with that of the Despatch.

In the same para. the Director appears to ascribe to the Memorialists a feeling of hostility to the Presidency College, and a desire that it should be abolished. We entirely disclaim any such hostility and we are clearly of opinion that it should not be withdrawn without a secular Aided College to take its place. We cannot, however, but express our conviction that the school classes attached to the Presidency College ought gradually to be abolished, as was at one time being done. We desire nothing premature or hasty. But if the former course of action were renewed and the school classes in the Presidency College judiciously removed, it is our firm conviction (1) that the usefulness of the College proper would in no way be impaired, and (2) that the self-supporting power of other Institutions would so increase that all *School* education in the town of Madras might very soon be safely left to maintain itself, and the Grants now devoted to it be saved for other purposes.

6. With regard to the Madras Christian College the Director seems to us simply to pass over the argument of the Memorial to the effect that an Institution which had been receiving a grant amounting only to one-fifth of its whole expense ought not to have that grant cut down in the same way as Institutions that had been in receipt of nearly one-half of their total outlay. But we understand that the Managers of the College have laid their own view of the case before His Grace the Governor in Council, and it is unnecessary for us to discuss it here. We cannot but, however, express our conviction that the special position which the Christian College occupies—a position at least as

special and peculiar among Aided Institutions, as the Presidency College holds among Government Institutions—justly entitles it to as special consideration as the latter. Instead of receiving this, however, it does not receive even the aid to which it is entitled on merely general grounds.

7. We cannot admit that "the establishment of First Arts Classes in the Government Schools at Salem and Cuddalore has been carried out without entailing any additional expenditure on Government." The Director says that the expense newly incurred at Salem has been met by the abolition of the chair of Vernacular Literature in the Presidency College, and that "at Cuddalore an additional master has been obtained by transferring a teacher from the Madras Normal School." We venture to submit that the maintenance of unnecessary outlay is a form of expenditure as truly as the incurring of new liabilities. When a chair is found to be useless, the sum it costs might be saved; and when a teacher is found unnecessary in one school he might be transferred to some vacancy in another, without a new post being created for him to fill. Besides, though the addition of a single master to each of the schools in question may suffice for the current year, much more will be required to develop them to the extent intended. We see no reason to doubt the estimate of the Memorial that turning these schools into Colleges will entail, when the development is complete, an additional outlay of somewhere about Rs. 10,000 a year.

Nor can it be admitted that the Director fairly represents the Memorialists when he says that they proceed upon the theory "that the interests of a whole district are to be sacrificed to the imaginary interests of some private School." On the contrary we maintain (1) that it is for the true interest of the districts in question that young men seeking a liberal education should attend some of the well-equipped Colleges in the neighbourhood, (2) that if it is desired to make up to these districts for their not having sufficient Colleges actually within their bounds, this object may be attained in the best and least expensive way by a well-devised scheme of district scholarships, and (3) that there are few ways of spending money on education that do less good and more harm than the multiplication of small struggling Colleges such as those at Salem and Cuddalore will always be.

B.—We pass, however, from special points like the above to the main question involved in the Memorial.

We agree with the Director in thinking it highly desirable that the controversy about the construction of the Despatch of 1854 should be "closed by some authoritative decision:" but we submit that it cannot be either satisfactorily or permanently closed unless the position taken up by the Memorialists is at least understood by those who give the decision. Now the Director throughout his paper represents the Memorialists as

claiming that in virtue of the Despatch of 1854 Government Schools and Colleges should be withdrawn wherever a *Mission* School or College comes into existence. No such claim was made in the Memorial. It pleaded the cause not of Mission but of Aided Education. Its main prayer would be granted if an effort were made to transfer the management of Government Schools and Colleges to Local Committees of native gentlemen, even though not a single Mission Institution received any direct benefit from the change. The Memorial interpreted the Despatch of 1854 as laying down the principle that the direct action of the Educational Department should be replaced wherever possible by *local* effort aided by Government. It did not hold that this local effort should be in all cases, or necessarily in any case, that of a Missionary body; but it expressed the fear that the tendency of present administration is so to strengthen and establish Government Schools and Colleges that no local effort of any kind will ever be allowed to provide substitutes for them; so that the great leading principle of the Despatch of 1854 will become practically a dead letter.

No doubt it appears to us that when there is no special reason to the contrary, Mission Schools should be treated on the same principles as any other Aided Schools, and should receive equal consideration. But we are far from saying, and we do not understand the Memorialists to have said, that no attention is ever to be paid to the nature of the Aided School that might have to supply the educational wants of a district on the removal of a Government School. Cases might arise in which it might be inexpedient to leave a town or district dependent for education on a Mission School alone. Each case would have to be wisely dealt with on its own merits. We repudiate the charge which the Director makes against the Missionaries of Southern India of seeking to draw Government on to commit a breach of its avowed policy of religious neutrality. We are as anxious for real neutrality on the part of Government as any one can be. We should strongly deprecate anything that would practically drive the children of unwilling parents, few as we believe they are, into Mission Schools, though the Director represents this as the one aim of the Memorial. The Memorial, as we understand it, carefully avoided asking for any favour to Mission Schools as such. It confined itself to asking that measures should be taken to carry out the policy of the Despatch of 1854 in favour of Aided Education generally. We believe that the enforcement of that policy would not directly benefit any large number of Mission Institutions. It is by Institutions managed by Local Committees, which would consist in most cases of Hindu gentlemen, that we think Government Institutions ought generally to be replaced. It is for the good of the country at large, not for

the special benefit of Mission Schools, that we desire to see the policy of the Despatch acted on. There may be some but certainly there are not very many Mission Schools in Southern India that would be directly gainers through the withdrawal of the Educational Department from the maintenance of Schools. But we believe that if encouragement were given, many existing Government Schools might be at once transferred to the management of local non-Missionary bodies. We believe that if this process were once begun it might go on steadily, if not very rapidly, until the need for any Institutions being maintained by Government had manifestly ceased. We believe that such a process with such a result would be useful in many ways and was unmistakably desired by those who framed the Despatch of 1854. It was for the setting on foot of such a process that the Memorial pleaded. Thus if the real aim of the Memorialists be kept in view, the twenty-four pages in which the Director revives the groundless charges that have been brought at various times against Missionary education and the aims of Missionaries, will be seen to have no bearing on the matter in hand.

The Director simply takes for granted that the only alternative is between a Government and a Mission Institution; but we submit that such a view is out of harmony with the facts of the case. Hindu gentlemen are too sensible of the advantages that India derives from the British Government, and too loyal, to open Schools in direct opposition to the desires of a Government Department; but if that Department encouraged them they would in many cases undertake the duty cheerfully, and we are sure that when once undertaken they would feel an interest in it and discharge it with constantly increasing vigour and success. We are sure also that the management of such Schools and Colleges would have the happiest effect on the community in many ways, and in particular—to quote the words of the Despatch—that it would foster "a spirit of reliance upon local exertions and combination for local purposes, which is itself of no mean importance to the well-being of a nation." We further submit that an ample experience has shown the reasonableness of the expectations which we cherish. Schools and Colleges under local, yet not Missionary, management, already exist and prosper in many parts of Southern India. We need not refer to the Colleges at Trevandrum and Ernacolum, both under native management yet both holding a most distinguished place among the Institutions affiliated to the University of Madras. Nor need we refer to the long-continued and uninterrupted prosperity and usefulness of Pacheappah's High School. Possibly these may be called exceptional cases. But in nearly all districts of the Presidency it is abundantly shown how much interested and how successful native gentlemen and native committees may become in the

management of Colleges and Schools. The Hindu College at Tinnevelly, the Colleges at Coimbatore, Vizagapatam and Vizianagram, the Hindu Proprietary School, the Anglo-Vernacular School in Triplicane, the Hindu High Schools at Masulipatam, Nellore, Bezwada, Narsapur, the Town School in Combaconum, Pacheappah's Branch Schools at Chedumbaram and Conjeveram are only examples of what the native community are well able to effect in this line when encouragement is given to them. These Colleges and Schools were encouraged and in some cases diligently fostered by the Educational Department. They therefore came into existence and are now maintained with ease, though some of them have to stand pretty severe competition with the Mission Institutions by their side. We are not aware of an instance in which such aided schools have been encouraged in the same way either in the room or by the side of a Government School, except the single one of the Town School at Combaconum when the Government School had become over-crowded and where it was well known that the new Institution would act as a feeder to it. But if encouragement were afforded, there seems no reason why local committees should not take over and manage the leading School or College in those towns which have their educational wants supplied at present by Government Institutions. If the Educational Department earnestly endeavoured to carry out the policy of the Despatch, it seems to us that the change in question might be effected in some of these towns at once, and in all of them in the course of time. A mode of action that has been thoroughly successful in Tinnevelly and Coimbatore and Masulipatam would not be likely to fail—if the same encouragement were given it—in Madura or Chittore or Rajahmundry.

It may seem superfluous to give reasons for the practical carrying out of a policy of which Government has so often expressed its cordial approval: but there is one of those reasons which deserves more attention than it has hitherto received. It is that the Educational Department of Government, if it carried out this policy, would exercise a more complete as well as healthy control over all education than it can possibly exert at present. The need of a central and controlling authority in all educational matters is necessarily very great in a country like India; and in the present condition of India that authority, so far as non-university education is concerned, cannot be so advantageously vested anywhere as in a Department of Government. If that Department were once confined to the functions of supervision and inspection, as contemplated in the Despatch of 1854, an initiative in all changes would be gladly given to it, and its legitimate influence would be welcomed by all connected with education in a way that it is vain to look for so long as the Department comes into direct

competition with those whom it should aim at guiding. We do not wish to be understood as desiring to bring a charge of intentional unfairness against the Department: but it is universally acknowledged as a sound maxim that no man should be a judge in cases to which he is himself a party. We are aware that changes of the kind we advocate must be judicious and gradual, and we believe the Memorialists would not have approached Government in this matter if progress however slow were being made in the direction indicated. Their Memorial was prompted by observing that all the recent action of the Department was establishing,—it may be unintentionally,—a tendency in an exactly opposite direction.

We desire to conclude by saying that there are many reasons why we humbly think that the time has come when an effort may be advantageously made for completing the scheme of Indian education on the lines laid down in the Despatch of 1854, and that not the least weighty of these reasons is that in proportion as that effort came nearer to complete success it would give to the Government Department a control over education, and a far-reaching influence willingly submitted to by all concerned, such as in the very nature of the case it cannot possess at present.

We have the honour to be,

Sir,

Your most obedient servants,

(Signed) George Patterson.
(„) D. Sinclair.
(„) William Miller.
(„) Walter Joss.
(„) John Cook.
(„) J. T. Margoschis.
(„) Edward Sell.
(„) James Cooling.
(„) William Stevenson,
Secretary.

Madras, 2*nd December* 1879.

VIII. THE DIRECTOR'S SECOND REPLY.

No. 14. *From Colonel R. M. MACDONALD, Director of Public Instruction to the Chief Secretary to Government, dated Madras, 17th March 1880, No. 200-P.*

I have the honor to submit the following remarks on the accompanying letter from the Executive Missionary Committee of the 2nd ultimo referred to under docket, No. 2413, of the 13th ultimo.

2. In my previous letter I pointed out that much of the increase in the number of pupils which the Memorialists ascribe to the Code of 1864 was due to the Results Rules which came into force in 1868, for, although the Code of 1864 did contain rules for results grants, these rules had proved practically inoperative. As the Memorialists spoke only of the Code of 1864 and described it as one in which the "main principle adopted was that of salary grants," it could scarcely have been inferred from their language that they remembered the Results Rules of 1868 and the effect produced by them. It now appears that the omission of all reference to this feature of the case was deliberate and arose from "regard for conciseness." The Committee regard the Results Rules of 1868 as part of the scheme of 1864. Every new set of rules is necessarily a modification of some previous set of rules, and it might almost as well be said that the Code of 1864 was part of the Code of 1858, for, if the main principle of the Code of 1864 was that of salary grants, it was no new principle. The Code of 1858 contained an elaborate set of rules for salary grants, and the modifications of these rules in 1864 were not greater than the modifications of the rules in 1868. The system of salary grants began in fact at even a more remote period than 1858, for salary grants were given from the very beginning under the rules of 1855.

3. In paragraph 32 of my previous letter I pointed out that I succeeded Mr. Powell on the 27th March 1875, and that there was no apparent reason why the Memorialists should have gone back to the year 1869-70 for the purpose of attempting to show that the expenditure on direct Government education had increased in 1875-76 by 45 per cent. and that the expenditure on grants-in-aid had decreased by 9·4 per cent. It was obvious that, even if all the facts asserted had been true, such a comparison as that made would have in no way shown the "tendency of the present educational administration" and was therefore not only irrelevant, but misleading. It will be observed that not only do the Committee express no regret for what I hoped was merely an unintentional injustice, but that they still attempt to make it appear that my explanations leave the main contention of the Memorial untouched. I have shown that, apart from the illogical nature of the argument used in support of their contention, the Memorialists are entirely wrong in their figures; that the grant-in-aid expenditure increased instead of decreasing during the period in question; that the gross increase on direct Government education was far less than the

Memorialists supposed; and that the net increase was altogether insignificant. I have endeavoured, by going through the history of transactions with most of which I had nothing to do, to show the constituent items of the gross increase, such as it is. The Committee have therefore had an opportunity of stating their objections in detail, but they have not availed themselves of it, and it is obvious that any attempt to go into these details would at once have exposed the fallacy of their case.

4. The Committee point out that, while the net expenditure on direct Government education has increased according to my figures by Rs. 11,552-9-6, the increased expenditure on grants-in-aid from Provincial Funds is only Rs. 8,873-9-5. This no doubt gives a small balance in favor of expenditure on Government Schools of Rs. 2,666-0-1, and this is represented as a grievance, but the Committee have failed to notice my remark in paragraph 33 that the expenditure on Government Girls' Schools was the result of the Missionary Memorial of April 1873, and that, if there had not been this Missionary interference, the balance would have been the other way.

5. The Committee state that I hold that in the case of Aided Institutions any increase of fees or other local resources should be followed by corresponding diminutions of aid from Government; in other words that Aided Institutions are not to be enlarged or strengthened by any natural process of development. The words used by me in paragraph 29 are as follows: "In England the educational grant is continually growing. In India under the decentralization scheme a fixed sum is assigned to each Local Government for Provincial Services, and all that seems possible is to make the most of the limited sum available by gradually reducing the grants to schools, which are to a large extent self-supporting and giving new grants to those schools which are most in need of aid. That policy is the one which has been steadily pursued in Bengal, and the attempt to introduce it on a very limited scale in this Presidency is the immediate cause of this Memorial." The principle which should be pursued with regard to Government Schools and Aided Schools is, I think, the same. As great results should be produced as possible with the limited funds available and money should be spent where it is most needed.

6. I showed in my former letter that the establishment of two additional classes in the Middle School of the Presidency College had not entailed any additional expenditure on Government as asserted in the Memorial, but had on the contrary yielded a large profit. The Committee are alarmed at my remarking that the establishment of these classes has "taught the important lesson that even in the town of Madras an increase of gross expenditure on education may be the means of obtaining a decrease of net expenditure." That the education for three years and a quarter of some sixty or seventy boys has been carried on in the principal Government Institution of this Presidency, not only without any expense to the State, but with a profit of something like 26 per cent. on the sum expended, is surely a significant and promising fact. It proves that English education up to the Middle

School standard has become, or will soon become, self-supporting, wherever tolerably large classes can be formed. It is an entire delusion to suppose that what has been done in the Presidency College cannot be done elsewhere. There is abundant evidence that both Government and Aided Schools are gradually becoming more and more self-supporting in all large towns. The Committee consider that it should be my aim to make all schools as far as possible self-supporting. This aim has been steadily kept in view. Schools are made self-supporting by gradually raising the scale of fees, and from time to time the fees have been raised. The scale now in force came into effect on the 1st January 1878, and a reference to page 195 of the Report on Public Instruction of 1878-79 will show that in one of the largest Aided Schools in this Presidency, the Town School of Kumbakonam, the fees covered the whole cost of the institution and left a considerable surplus.

7. The Committee again urge the abolition of the school classes of the Presidency College without attempting to meet any of the objections which have been shown to such a course. It seems unnecessary that I should go over this ground again, but I would point out that these extraordinary demands seem quite peculiar to this Presidency and were never heard of until the Central Institution of the Free Church of Scotland became a College. In Bombay there is the Elphinstone High School as well as the Elphinstone College, and this school is the most successful school in the whole Presidency. In Bengal the Presidency College has two Government Schools as feeders. *viz.*, the Hindu School and the Hare School, and these are also the best schools in Calcutta. No measures could be more injurious to the Presidency College than the abolition of the school classes, and considering the small scale on which the School Department is maintained, the pertinacity of the attempts to get it abolished seems not a little remarkable.

8. The Managing Council of the Madras Christian College appealed in a Memorial dated the 3rd March 1879 against the reduction proposed to be made in the grant given to the School Department. The appeal was disposed of in G. O., No. 187, of the 20th May 1879, in which Government declined to interfere with the reduction. On the 12th August 1879 the Managing Council again brought the question forward, and I submitted some further remarks on the subject in my letter, No. 4,031, of the 30th September 1879, which was communicated to the Managing Council by Government on the 14th October 1879. The subject has been fully discussed, and I have nothing to add to my previous remarks.

9. The original contention of the Memorialists was that the establishment of First Arts Classes in the Government Schools at Salem and Cuddalore involved an additional outlay on direct Government education of, in all likelihood, not less than Rs. 10,000 a year. It has been shown that as yet no additional outlay has been incurred, two masters having been provided by a transfer and a reduction. Thus two districts have benefited and Government has been put to no additional expense. The

Committee now say that the money, instead of having been applied to this purpose, might have been saved. They also observe that more masters will be necessary, and that, when the development of the colleges is complete, there will be an additional outlay of somewhere about Rs. 10,000. No attempt is made to explain how this enormous estimate is arrived at, and I can only say that whatever small further expenditure may be necessary will probably be met in the way in which such expenditure is usually met, *viz*, by reductions or fees. The Committee consider that the South Arcot and Salem districts would be much better off without any colleges, and that all that is necessary is the institution of a few scholarships. This of course is a matter of opinion. To the inhabitants of South Arcot and Salem it may seem strange that it should be right that Tanjore should have three colleges, Tinnevelly two, Vizagapatam two, and Malabar two, and wrong for South Arcot and Salem to have one. I have already pointed out that the practice of the Missionary Societies with regard to the multiplication of colleges is entirely at variance with the theory propounded by the Memorialists and repeated by the Committee, but no attempt is made to account for this inconsistency. It seems scarcely worth while to give additional instances of this inconsistency, but it may not be out of place to observe that while it is now stated "there are few ways of spending money on education that do less good and more harm than the multiplication of small struggling colleges such as those at Salem and Cuddalore will always be," the London Missionaries proposed, in a letter addressed to Government on the 25th January 1879, that the Government School at Salem, which was at that time a Zillah School, should be abolished and that their own school should be constituted a college. The following is an extract from this letter:—

"The London Mission High School is prepared to supply all the education—lower, middle, and upper—that is now supplied by the Zillah School and at lower rates to the scholars, thereby rendering the latter school totally unnecessary, provided that salary grants be made to the lower department of the former school. The higher education would still be carried on without cost to Government.

"The London Mission High School is prepared to add a College Department to its present establishment and to teach up to the F. A. standard if salary grants be made to the present High School. In this case the College Department would be carried on without cost to Government."

It will thus be seen that the Missionaries were perfectly willing to take the very step of which, when taken by Government very shortly afterwards, they so highly disapprove. If they are sincere in what they say about the inexpediency of establishing a College at Salem, why did they make such a proposal ?

With regard to the suggestion about scholarships, it may be stated that a system of district scholarships already exists, but it is on too small a scale to produce any great effect, and, if a large number of scholarships were given, it is by no means certain that the same amount of good would be done for the same money. It must also be remembered that boys

sometimes matriculate at a very early age, and that it is oftener better that they should remain with their families until they reach the F. A. standard than be at once exposed for four years to the temptations and absence of restraint attendant on a four years' residence in a distant town.

10. The Committee are not satisfied with the construction placed on the Despatch of 1854 in G. O., No. 351, of the 15th September 1879, and consider that the position taken up by the Memorialists has not been understood. The Memorial, it is stated, pleaded the cause not of Mission, but of Aided Education. The Committee declare that they are anxious for real neutrality on the part of Government as any one can be, and that they would strongly deprecate anything that would practically drive the children of unwilling parents into Mission Schools. It seems obvious that the Memorialists and the Committee are merely the representatives of certain class-interests, and that they have not the smallest right to the position which they now claim. As far as I know, in every case in which an attempt has been made to prevent a Government School being set on foot or to close an already-existing Government School, the movement has been a Missionary movement, and the object in view has been to reduce the inhabitants to one of the three dilemmas which I have mentioned, *viz.*, to send their children to a Mission School, to establish a school of their own or to leave their children uneducated. No such attempt has ever been made by the Hindu or Mahommedan community in the interests of any secular Aided School. I have given several specific instances of Missionary interference in my former letter, and within the last twelvemonth there have been two more cases of the same kind. The London Missionaries of Salem proposed last January, as already mentioned, that the Zillah school should be abolished.

" The Despatch of 1854," they observed, " which forms the basis of all legislation respecting education in India, distinctly enunciates the principle that wherever practicable the higher education shall be left by Government to private enterprise, while Government efforts shall be restricted to the spread especially of lower-class education. As a private efficient high-class school now exists at Salem, there is no justification for a continuance of Government high-class education in that place."

A meeting was held at the Collector's Office, and the result showed that the native community were quite opposed to any such measure, which was also objectionable on other grounds. Government accordingly declined to close the Zillah School, but, if the application had been complied with, the inhabitants of Salem would have had no school except the Mission School to send their children to. The other case is that of Poonamallee. In 1873 the Church Missionary Society established a Middle-class School at Poonamallee, at which place there was already a Taluk School. Several of the leading inhabitants sent in petitions against the Mission School, expressing their apprehensions that the result might be the eventful closing of the Taluk School and praying that the Mission School might be abolished. The late

Director of course stated that he could not interfere in the matter, but that as Poonamallee was not a large enough place to maintain two Middle-class Schools, it would probably be his duty to refuse a grant in the event of any application being made for one. This was in October 1876. On the 18th September 1879 Mr. Arden, Secretary of the Church Missionary Society, requested me in the following letter to close the Government School and to give the Mission School a grant :—

"I beg to bring the following subject to your notice :—There is at the present time a Government School at Poonamallee and a School belonging to the Church Missionary Society. The place seems hardly large enough for two schools, and the Church Missionary Society do not feel able to carry on their school unless a Government grant can be given, which is at present refused, I believe, on the ground that there is a Government School in the place.

"It may be said that the Mission School was opened after the Government School and that therefore it ought to withdraw. I fully allow the soundness of the argument were it not the definite policy laid down by Government in their Despatch of 1854 that Government Schools were gradually to give way to, and be replaced by, Grant-in-aid Schools. This being the case, it seems to presuppose and encourage Aided Schools being established to the displacement of Government Schools.

"It may be further said, 'When there are places without any schools, why should the Church Missionary Society establish a school in a place like Poonamallee, where a Government School is already in existence ?' To this I reply that the number of our Missionaries and Mission agents are limited, and they are definitely confined to certain limits. Hence it is only possible for them to have schools in certain particular localities. As Government Schools are not thus confined to certain localities, it appears advisable and easy for such schools to be removed to places which cannot be supplied by Grant-in-aid Schools.

"The present state of the two schools plainly shows that the Mission School is not unacceptable to the people.

"In the end of August there were in the Mission School 75 boys, and in the Government Schools 53 boys.

"I am informed that in the Government School there is a first class (A and B), though, if I am not mistaken, this is not according to Government Rules for Taluk Schools.

"I do not wish to press the matter, but simply desire to know for my guidance, as Secretary of the Church Missionary Society, what the declared policy of the Educational Department is in such matters.

"If the Government School is not closed, and a grant given (out of the money thus saved) to the Mission School, the Church Missionary Society will be obliged to close their school and withdraw. I therefore await your decision in the matter, and request the favor of an early reply."

Both these recent cases show, I think, how little the action of the Missionary bodies represented by the Committee is in accordance with their professions, and that, whatever the Committee may say, the substitution of Mission for Government Institutions, without any reference to the wishes of the inhabitants, is one of the main objects which the Missionary Societies are aiming at.

11. The Committee state that the main object of the Memorial would be granted if an effort were made to transfer the management of Government Schools and Colleges to local committees of native gentlemen, even though not a single Mission Institution received any direct benefit from the change, and they name certain colleges and schools as showing how successfully native gentlemen can manage such institutions. The Colleges at Trivandrum and Ernacolum are not Aided Institutions managed by committees of native gentlemen. They are State Institutions, and I believe that their management is mainly entrusted to European gentlemen. The following account of the Vizianagrum College is extracted from the University Calendar for 1878-79 :—"The Inspector of Schools of the First Division is entrusted by the Maharajah with the general management of the institution and it is conducted in all respects as a Government Provincial School." The European element enters, I believe, largely into the management of the Coimbatore and Vizagapatam Colleges. A few of the other institutions named are very successfully conducted by native gentlemen, but the management of several of those specified has been anything but satisfactory. The state of the Central School of Narsapur is described at page 38 of the Report on Public Instruction for 1878-79, from which the following extract is taken :—

"The Central School of Narsapur was inspected by Mr. Bradshaw in October. 'This school,' he observes, 'seemed to me, and still seems, the embodiment of all the defects which have been pointed out by my predecessor and myself as being noticeable more or less in different schools. There is scarcely a deprecatory sentence in any of my reports which was not applicable to this school at the time of my visit.'

"As this state of things had existed for several years, it was evident that some decided steps were necessary. The grants of the assistant masters were accordingly suspended, and the Head Master, who, by the peculiar arrangement which prevails in this school, is a Government servant, was informed that he would be removed to another school. I visited the school myself in February, but found that even then no steps had been taken by the managers to replace any of the inefficient assistant masters. In fact the staff was more inefficient than ever, as, owing to the death of one of the assistant masters, two men junior to him had been placed in charge of higher classes than they were before, and a boy who had failed in the Matriculation Examination had been made an acting assistant master. The school was not furnished with any apparatus for teaching physics, the maps had not been renewed for many years, no additions had been made to the school library for twelve years, and no use was made by the boys of the library because there were no books in it suited to their capacity. The curriculum was very defective. The Head Master stated that it had been prescribed by the Committee, but the President did not admit the existence of any such order. A meeting was held at which the managers agreed to adopt various measures proposed by me for placing the school on a more efficient footing."

I may add that I found that several of the native gentlemen who constituted the Committee were persons ignorant of English and therefore unfit to be entrusted with the management of an English School. This

state of things prevails extensively in English Schools under native management. In the Hindu School of Bezwada the result of Mr. Fortey's inspection was so unsatisfactory that the Head Master's grant was suspended (*vide* page 69 of the same report). A special report on the Hindu Proprietary School was submitted to Government in my letter, No. 2007, of the 14th May 1879, and it was shown that the teaching was unsound and the staff a very poor one, and that altogether the institution was unlikely to fulfil the purposes for which it was originally established. An unfavourable account of this school is also given at page 47 of the Report on Public Instruction for 1878-79. The Hindu Anglo-Vernacular School in Triplicane was inspected by Mr. Fowler in July 1879, and the following is a copy of my Proceedings reviewing his report:—

"This report relates to an inspection of the Triplicane Anglo-Vernacular School held in July 1879, the last previous inspection having taken place in March 1879.

"The attention of the managers was drawn in the Director's Proceedings, No. 1793, of the 3rd May 1879, to the unsound character of much of the teaching which was going on in this school, and it was pointed out that to work a large High School of this kind successfully a staff would be required of four graduates, four First Arts men, and three matriculates.

"The only changes which have been made are the following :—A Graduate has taken the place of a First Arts man as Head Master at a reduced cost to the managers of Rs. 5 per mensem, and a Matriculate named T. Kristna Rau, who was receiving Rs. 7 per mensem, has left the institution. The managers have therefore reduced their expenditure by Rs. 12 per mensem and their staff by one man. The present staff consists of two graduates, two First Arts men, four matriculates, three fifth-grade men, and one man who has passed no examination.

"The report shows that the classes are still below their nominal standard, that many of the boys are in classes for which they are utterly unfit, and that the teaching is of the same unsound character as before. The last report of the Syndicate shows that out of fifteen boys who went up for the Matriculation Examination from this school not one passed.

"A High School of this character in a town like Madras does harm instead of good, as the pupils might obtain a sound education elsewhere, whereas here they are wasting their time and money.

"Large reductions have been recently made in the grants of certain schools mainly on the ground that schools are rapidly becoming more or less self-supporting, and that in some instances in which the Government grants and fees have exceeded the expenditure profits have been made.

"From this report it appears that the receipts are greatly in excess of the expenditure, and that it is not from any want of funds that the staff is maintained on its present inefficient footing. The Director of Public Instruction considers it undesirable to allow this state of things to continue, but before taking any measures for withdrawing or reducing the grant, he will await any explanation which the managers may wish to offer as regards the past daministration of this institution or any proposals which they may wish to make with regard to its future status."

I confine myself to these cases because these schools are specially singled out by the Committee as models for imitation. If native gentlemen do not generally set up schools in opposition to Government Schools, it is probably because they are satisfied with the system on which these schools are worked. They are no doubt aware that as a general rule Government Schools are much more efficient than Aided Schools, whether Missionary or secular. This is sufficiently evident from the relative success of these two classes of institutions in the Matriculation Examination, as will be seen from the following table taken from the Public Instruction Report for 1878-79, page 26. It will be observed that 45 per cent. of the candidates sent from the Madras Government Schools in 1877-78 passed, while only 33 per cent. passed from Aided Schools. In 1878-79 the examination was unusually severe, and the percentage in the Madras Government Schools fell to 23 and in Madras Schools under inspection to 12.

Institutions.	Percentage of Successful Candidates. 1877-78.	1878-79.
Madras Government Schools.	45	23
Government Schools in Native States	34	19
Madras Schools under Inspection	33	12
Other Private Institutions ...	25	9
Private Study	13	2

If the few Government Colleges and Schools which exist in this Presidency were made over to the management of local committees of native gentlemen, the inevitable effect would be a general lowering of the standard of education. Such a measure would probably be favorable to Missionary enterprise, for it would reduce all schools to the level of the Mission Schools, and it would be easier for Mission Schools to compete with Hindu Schools than with Government Schools, but it would be disastrous to the cause of sound learning. The Annual Reports on Public Instruction show the unsound character of much of the teaching which goes on in Aided Schools generally, but I beg to draw special attention to some of the details given in the report for 1878-79.

12. The Secretary submits with the remarks of the Committee certain resolutions of the Bangalore Missionary Conference appointing the Committee. In the first of these resolutions it is stated that the Conference approves generally of the Memorial and expresses its decided opinion that the matter should, if necessary, be carried to the highest authority. It is therefore probable that the whole question will go before the Secretary of State for India. As the Committee state that the Memorial pleaded the cause, not of Mission, but of Aided Education, and as they profess to explain the motive which has hitherto prevented native gentlemen from starting schools in opposition to Government Schools and to vouch for what they will do, if they receive proper encouragement from this Department, Government may see fit to allow a few leading representatives of the Hindu and Mahomedan communities an opportunity of stating whether they wish the Executive Missionary Education Committee to be accepted as the exponent of their views on this and future occasions, and of record-

ing, if necessary, their own opinions on the questions raised by the Memorialists and the Committee. The following list of names is submitted for the consideration of Government:—

His Highness Rama Vurma, First Prince of Travancore.
Raja Sir T. Madhava Rau, K.C.S.I.
The Hon. T. Muttusami Aiyar, B.L., C.I.E.
,, Mir Humayun Jah Bahadur, C.I.E.
,, V. Ramiengar, C.S.I.
,, A. Seshayya Sastriyar, C.S.I.
M. R. Ry. R. Raghoonath Row.
,, C. Rungacharlu, C.I.E.
,, C. Runganatha Sastri.
,, T. Gopala Row, Rao Bahadur, B.A.
,, P. Chentsal Rau.
,, P. Srinivassa Rau.
,, Y. Vencataramiah Sastri.
,, V. Krishnama Chariar.
,, P. Runganadha Moodelliar, M.A.
,, V. Bashyem Iyengar, B A., B.L.
,, A. L. Venkataramana Punt, M.A., B.L.
Abdoor Razzak Sahib.

IX. GOVERNMENT ORDER.

No. 15. ORDER THEREON, 13th March 1880, No. 86.

Recorded. The letter from the Director, with that from the Secretary to the Missionary Committee, will be communicated to the Secretary of State with Despatch, dated 13th March 1880, No. 2.

(True Extract.)

E. GIBSON,
Acting Under Secy. to Government.

X. MEMORIAL TO THE SECRETARY OF STATE.

To

THE RIGHT HONOURABLE
THE SECRETARY OF STATE FOR INDIA.

The following Memorial from the Executive Missionary Education Committee, Madras Presidency.

HUMBLY SHEWETH,

That this Committee was appointed in June last by a Conference of one hundred and twenty Missionaries of South India and Ceylon, "to watch over the interests of Missionary education throughout the Presidency."

2. That the Missionaries whom this Committee now represents, and others interested in Aided education, in March 1879, addressed a Memorial to His Grace the Governor in Council, Fort St. George, with reference to the working of the grant-in-aid system, asking the attention of His Grace in Council "to certain features in the educational administration, by which the due operation of that system seems to be limited and hindered," and praying "that such measures may be devised, as may seem best fitted to promote the free development of the educational policy for India declared by Her Majesty's Government." A copy of this Memorial is herewith enclosed. (Enclosure A.)

3. That His Grace the Governor in Council replied to this Memorial in his Order dated 15th September 1879, No. 351, with which was also communicated a letter of the Director of Public Instruction, dated 1st May 1879, remarking on the Memorial. The Government Order with the Director's letter is herewith enclosed. (Enclosure B.)

4. That this Committee addressed the Chief Secretary to the Government of Fort St. George on the subject, in its letter dated 2nd December 1879, in which it replied to the relevant points in the remarks of the Director above referred to. A copy of this letter is enclosed. (Enclosure C.)

5. That in a Government Order, dated 13th March 1880, No. 80, this Committee was informed that its letter together with a letter from the Director in reply to it would be communicated to the Secretary of State. A copy of this Government Order with the Director's letter is enclosed. (Enclosure D.)

6. That we are now constrained to lay the whole case before your Lordship, and to pray for your Lordship's attention to the documents above referred to, and to the remarks of this Committee in reply to the letter of the Director last mentioned. (Enclosure E.)

We pray for your Lordship's decision specially on these points :—(1) as to whether the educational policy laid down in the Despatch of 1854 is still the educational policy of the Indian Government; and (2) as to whether the principles of the Despatch are being carried out in the present educational administration of the Madras Presidency. Our contention is that the whole tendency of that administration is contrary to the policy prescribed in the Despatch, on which we hold ourselves still warranted to take our stand : and we believe the present discussion has made it clear that the Director of Public Instruction is resolved to set aside the Despatch and render it a dead letter. We beg leave very briefly to state the grounds on which we base these opinions.

(*a.*) The Despatch of 1854 makes it abundantly clear that the object of the policy therein laid down was to foster, by means of grants-in-aid, independent education, and so enable Government, with the advance of the system of grants-in-aid, gradually to discontinue its direct educational efforts. It is now twenty-six years since this policy was declared; and the grant-in-aid system has in this Presidency been remarkably successful. The Report of the Director of Public Instruction for the official year 1876-77—the last published—shows (p. 167) that in that year there were 9,227 independent institutions educating 245,307 pupils at a total cost of Rs. 15,66,668-4-10. Of this sum Rs. 2,78,682-2-4 was derived from grants-in-aid; Rs. 2,01,968-9-1 from Local Funds, (Boards); Rs. 37,983-4-5 from Municipal Funds; Rs. 10,33,994-5-0 from Subscriptions, Donations, &c.; and Rs. 14,040-0-0 from Lawrence Asylum Funds. In the same year 1,253 purely Government Institutions were educating 43,934 pupils at a total cost of Rs. 8,42,991-3-1, of which Rs. 4,84,402-11-8 came from Provincial Funds; Rs. 1,64,433-13-3 from Local Funds; Rs. 30,629-6-6 from Municipal Funds; Rs. 1,15,525-2-8 from Subscriptions, Donations, &c.; and Rs. 48,000 from the Lawrence Asylum Funds. We are unable to say whether fees are or are not included in the account, as the Director's table does not make it plain. The figures in either case plainly show how well grounded was the confident anticipation of the authors of the Despatch that "by thus drawing support from local resources, in addition to contributions from the State," there would be "a far more rapid progress of education than would follow a mere increase of expenditure by the Government."

The whole position of aided institutions in this Presidency shows that the circumstances have come about in which it was designed to give effect to the principles of the Despatch, by discontinuing purely Government Schools or Colleges where aided institutions are able to do the work. Yet no beginning has been made, nor is there any sign of steps being taken, in

this direction. On the contrary, between 1869-70 (when the grant-in-aid system first fully came into operation) and 1876-77, the gross expenditure on Government Institutions for general education had risen according to the Director's own figures by Rs. 54,919-9-0, while the grants-in-aid during the same period increased only by Rs. 8,873-9-5. The Director, however, holds—on grounds the validity of which we cannot admit,—that only the net and not the gross increase on Government Schools should be regarded; and that this amounts to only Rs. 11,549-9-6. Even if the Director's figures, which we have no means of checking, are correct, and even if his mode of viewing the increase be adopted, the fact still remains that the Government expenditure on purely Government Schools has increased more largely than the expenditure on grants-in-aid. In the present question this involves the whole case. If any effect were being given to the main principles of the Despatch, the expenditure on direct Government operations would be—not increasing, or even remaining stationary—but diminishing, and that on grants-in-aid increasing. Now the tendency is in the opposite direction. After twenty-six years not even a beginning has been made in carrying out the central and characteristic feature of the declared educational policy of Her Majesty's Indian Government.

(*b.*) The tendency of the present educational administration of the Madras Presidency is further shown by the unequal way in which the increase of fees is dealt with in the two classes of schools. In Aided Schools, the increased income from this source is made a main reason for reducing grants : while in Government Schools the same increase is applied to the extension of Government education. This unequal treatment goes in a line directly opposed to that prescribed by the Despatch.

(*c.*) The Despatch "looks forward to the time when......with the gradual advance of the system of grants-in-aid, many of the existing Government Institutions, *especially those of the higher order*, may be safely closed or transferred to the management of local bodies under the control of and aided by the State." Instead of endeavouring to realise this aim, the Director has within the last two years obtained the sanction of the Madras Government to the institution of three Provincial Colleges, namely, at Salem, Cuddalore and Madura; while the grants to every Aided College in the Presidency have been reduced, and opposition has even been made to the development of an independent College by the Zamorin of Calicut.

(*d.*) The Director asserts "that the Memorialists and the Committee have not the smallest right to the position which they now claim," namely, that of pleading the cause of Aided Education, and endeavours to revive the unfounded and obsolete prejudices against Missionaries and Missionary education, by alleging that they have no aim except that of proselytizing, and

therefore wish to leave the people no alternative but that of sending their children to a Mission School or none at all,—as he takes it for granted that it is hopeless to expect the natives to set up schools for themselves. We utterly disclaim and repudiate any such intention as that attributed to us of shutting up the natives to the alternative asserted. The number and popularity of Mission Schools incontestably prove that they need no such unworthy aid. We ask for no encouragement to Mission Schools other than that to which all aided schools are entitled by the principles of the Despatch; and we assert with confidence, on the ground of numerous instances, that native gentlemen are quite able, with Government aid, to establish, maintain and manage independent schools, wherever they see any necessity for doing so. They do not, indeed, see the necessity in most places where Government Schools are established, simply because there is no need for them to do what Government is doing for them, and no need especially to enter into competition with an educational department resolved on maintaining and extending direct Government education. If the tendency of the present educational administration were reversed and turned in the direction of the policy of the Despatch, there can be no doubt that local native effort would be called forth in much larger measure. We desire to see independent effort of all kinds fostered, and Missionary effort only as one among others, in accordance in both cases with the principles of the Despatch.

(*e*.) The Director justifies his encouragement of direct Government in preference to aided education, on the ground that, tried by the Matriculation Examination of the University, the results obtained are better in the former than in the latter. Setting aside altogether the question of the worth of this comparison, we beg simply to call attention to the fact that it is wholly beside the question at issue. So long as aided education is generally sound and good, it will be allowed to be fulfilling its object; and it is this education which the Despatch of 1854 was designed to foster. It may be that a highly organised and bureaucratic system of education will show better results in some respects at examinations than aided institutions under many and diverse kinds of management; but Her Majesty's Government of India in 1854 regarded it as a higher aim to foster "the spirit of freedom and self-government." If this and similar ends are now to be set aside in favour of a system that is recommended by its securing, as is maintained, a greater number of passes, those who are engaged in independent aided education must submit and regulate their action in the altered circumstances as to them seems most fitting. But until the authority which promulgated the Despatch of 1854 recalls it, we claim that it, and not the opinion of the Director of Public Instruction, ought to regulate the educational administration.

(*f.*) We therefore humbly pray your Lordship to declare whether the Despatch of 1854 is or is not still in force; and whether, if it is so, the policy therein laid down should not be carried out in the Madras Presidency.

And your Memorialists will EVER PRAY.

WILLIAM STEVENSON, M.A.
JOHN COOK, M.A.
WALTER JOSS.
J. T. MARGOSCHIS.
WILLIAM MILLER, M.A.
GEORGE PATTERSON.
D. SINCLAIR, M.A.
JAMES COOLING, B.A.
EDWARD SELL.

MADRAS, 22*nd April* 1880.

XI. MEMORANDUM ON THE DIRECTOR'S SECOND REPLY.

MEMORANDUM.

On No. 14, *the letter from Colonel* R. M. MACDONALD, *to the Chief Secretary dated* 17*th March* 1880.

It seems desirable, in order that the whole case between the Director and the Memorialists may be understood, to make some remarks in correction of the misapprehensions shown in the above letter.

2. In his second paragraph, the Director supplies a complete justification of the way in which the Memorialists treated the Rules of 1864 and the modifications made on them in 1868, as one scheme. The Code of 1864 contained rules for results grants: but these rules, as the Director says, "proved practically inoperative." They were therefore modified in 1868, while the Code as a whole remained unchanged. In other words the scheme that was devised in 1864 was first made practically operative in all its parts in 1868. It therefore began to show its full effects for the first time in 1869-70 as the Memorialists contend.

3. In his third paragraph, the Director complains of injustice done to him personally. It may be desirable to explain that by the expression "present educational administration," the Memorial did not point at the present Director individually, as is plain from the fact that the tendency of educational administration was traced from a date prior to that at which Colonel Macdonald became Director. His predecessor acted on the same general line of policy. The complaint of the Memorial bore upon this line of policy, without any special reference to individuals.

In the same paragraph, the Director complains that the Committee did not state in detail their objections to his figures. It was quite unnecessary for them to do so. The facts are these. The Memorial stated, in reliance on the annual educational statistics as interpreted in their obvious sense, that the outlay on direct Government education had increased in seven years by Rs. 96,000, and that the amount spent on grants-in-aid had diminished. By various explanations of the statistics, the Director showed that the increase on direct Government education was only about Rs. 55,000, and that there was also an increase on grants-in-aid of nearly Rs. 9,000. The Committee were absolutely destitute of the information necessary for checking the somewhat intricate calculation by which the Director arrived at his result. But this they did not need to do. Their contention was that there is a tendency to foster Government education rather than Aided, and that the policy prescribed by the Despatch of 1854 of fostering aided education and diminishing Government education, was not being carried out. To support this, the Director's revised figures are sufficient as they stand. The existence of the tendency in question seems to be established when the Director himself admits that the increased outlay on Government education is *six times* as much as the increased outlay on aided education.

4. In his fourth paragraph, the Director counts the outlay on direct Government education by the net expense alone, without adverting to the fact that the Committee considers this mode of reckoning to be radically unfair. The grievance is not, as the Director represents, that there is "a small balance in favour of expenditure on Government schools of Rs. 2,706," but that while all increase of fees in aided schools is met by reduction of the grants, all increase of fees in Government schools is spent in the extension and development of Government education; and that over and above this, a sum of Rs. 11,549 has been added even to the net outlay upon Government schools. We think it quite right that grants should be diminished as fees increase; but we think it equally right that the net expense of Government schools should diminish as fees increase in them, and that the money thus saved should either be economised for general purposes or devoted to the extension of aided education. Instead of diminishing, the Director admits that even the net outlay on direct Government education is steadily increasing.

In connection with this subject it should be noted that both in his annual statistics and in his present calculations, the Director leaves wholly out of view one highly important branch of the expenditure on Government education; namely, that on pensions. In aided schools pensions are not given; while employment in Government schools carries pension with it. It is understood to be the rule that in all estimates of expenses of

establishment, 25 per cent. should be added on account of pensions. This is omitted in the Director's statements of expense. If it be included, the Rs. 55,000 which he admits to have been added to the outlay on Government education will become more than Rs. 68,000 *per annum*.

5. In his fifth paragraph, the Director states that the principle on which Government and aided Schools should alike be treated, is simply "that as great results should be produced as possible with limited funds available, and money should be spent where it is most needed." It is no doubt his opinion, as he implies here, and shows clearly by his practical administration and by the arguments in his eleventh paragraph, that money can be best spent and is most needed in Government schools. But this is diametrically opposed to the opinion expressed in the Despatch of 1854; and so long as that Despatch remains in force, it is the duty of the Director to give effect to the opinions it expresses, not to his own opinions, however conscientious or consistent they may be.

6. It is a mere abuse of language to speak of 60 or 70 boys being educated in the Presidency College "at a profit to the State of 26 per cent." This result is got, as the Director himself admits, (*see* para. 37, of his reply to the Memorial p. 86), by counting only the *additional* outlay caused by the opening of the classes in question. Nothing is set down for instruction in vernacular or writing, for servants, superintendence and the like, though these things are as necessary for the maintenance of the classes as the part of their expense that is reckoned. The Director himself in his Annual Report includes these things when estimating for the information of Government the actual expenditure on the classes. In the paper under discussion he takes for granted that the entire expense of the classes is Rs 1,440 per annum; but, as he shows himself in his Report for the year 1876-77, on page 3 of Appendix A, the actual outlay on the classes, when their whole expense is reckoned, is Rs. 3,978-14-2. If more than half of the actual expense is left out of account, there would be little difficulty in other schools showing a profit of 26 per cent. But nothing follows from such variable modes of counting.

The Director calls it "a delusion" to suppose that what has been done in the Presidency College cannot be done elsewhere. The particular thing he has in view can easily be done elsewhere, if the computation be made as the Director himself makes it in his Reports; for there are many schools in which the fees bear a better ratio to the expense than that of Rs. 1,940-8 to Rs. 3,978-14-2—the ratio in which the two things are there stated. But it is a mistake to think that *every* thing done by a Government school can be done equally by an aided school. Every one acquainted with India knows, though

it is passed over without notice by the Director, that in the present state of feeling the mere name of Government is an immense attraction. When a Government and a non-Government school exist side by side, the latter must have decided advantages of some kind if it is to have a chance of even maintaining its existence. To set up new classes in a Government school is *ipso facto* to draw away boys from all non-Government schools within reach—especially the sons of Government servants and of members of the wealthier classes. It is granted that the feeling is not so strong in Madras as it was twenty years ago: but it is very strong still, and in the country it reigns unbroken.

7. In his seventh paragraph, the Director returns to the question of the lower classes attached to the Presidency College some years ago. The Government was gradually abolishing these classes of its own accord, as a measure of obvious general utility. This policy was changed only when it was found that the College attached to the Free Church Institution was rising in importance. If reference be made to the Reports of the Presidency College for 1869-70 and 1870-71, (in which the change of policy was first advocated), it will be found that the reopening of the abolished classes was avowedly directed against the Free Church Institution. This Committee did nothing more than suggest that the policy that was acted on up to 1876 should be resumed. It did so mainly because so long as a Government school exists, attracting to itself as a matter of course a large proportion of the wealthiest and ablest boys, it is impossible for aided schools to raise their fees and become self-supporting as they ought to be. No fewer boys would be educated in Madras if all schools in it were aided schools; and it is probable that as large a proportion of those passing the Matriculation Examination would find their way to the Presidency College as do at present. The fact of the Presidency College being situated in immediate proximity to the dwellings of most of the educated and wealthy native residents in Madras, is enough to secure that a large proportion of their sons will become its students, wherever their school education may have been received. But even if classes became a little smaller in the Presidency College, it seems hard that the whole school education of a great city should be hindered from supporting itself, and that public funds should be spent in grants—which are still needed only because the fees are low—all to obtain a few additional students to a favoured College—and a College which is so thoroughly equipped and efficiently conducted as to draw students from every quarter by its intrinsic merit alone.

8. In his eighth paragraph the Director states that in his previous remarks he has fully discussed the subject of the Madras Christian College. It is submitted that his previous

remarks leave the real question quite untouched. That question is, why the Christian College, which from its history and position has a claim for very special aid, should receive only *one-seventh* of its expense from Government, while other Colleges far more favourably situated are receiving one-third or more. In his previous remarks the Director has written many pages on side questions, but has not attempted to reply to this one. The only thing he has even tried to show, in reply to it, is that there is one aided College—that at Negapatam—which has so small an income from grants and fees combined that the aid given by Government is no greater in proportion to its need than he has assigned to the Christian College. Even this small point is not fairly stated. The plain fact is that if the net expense alone is reckoned, (*i.e.*, the expense after fees are deducted), 29½ per cent. of it, according to the Director's own figures, is provided for the Negapatam College by Government: whereas only 23 per cent. of its net expense is assigned to the Christian College. This shows, indeed, that the Negapatam College is not very much better treated than the Christian College; though the difference is still considerable. But it leaves unsolved the question why,—reckoning by net expense alone,—the Coimbatore College is aided to the extent of 58 per cent., the Tanjore College to the extent of 69 per cent., the Trichinopoly College to the extent of 83 per cent., while the Christian College stands at 23 per cent., though it is far the most unfavourably situated and difficult to maintain of any. The simple figures seem to show that the Christian College is treated with marked disfavour.

9. In his ninth paragraph the Director complains that no attempt is made to show how "the enormous estimate" of Rs. 5,000 for each of the new Government Colleges instituted by him has been arrived at. It seemed scarcely necessary to show it when Government Colleges of the same class already exist, and when their net expense is stated in the educational statistics from year to year. Such Government Colleges have existed for many years at Calicut, Rajahmundry, Bellary and Mangalore.

According to the Report for 1876-77,—the latest procurable information,—the total and net expenditure on each of these stands as follows:—

	Total expense.	Net expense.
Calicut	Rs. 7,955	Rs. 6,732
Rajahmundry ...	,, 6,308	,, 5,196
Bellary	,, 6,496	,, 6,100
Mangalore	,, 6,323	,, 5,489
	4)27,082	4)23,467
Average	6,770	5,866

When it is considered that the average net expense of the Colleges of the same class already existing is Rs. 5,866 *per annum*, and that the new Colleges will certainly have fewer students and therefore will raise a smaller sum in fees than the old ones, the estimate of Rs. 5,000 for each of the new Colleges must be regarded as decidedly below the mark.

The Director's argument that South Arcot and Salem must have at least one College each because Tanjore has three and Tinnevelly two, is exactly parallel to maintaining that because there are so many Colleges in Oxfordshire, Somerset and Cumberland must have one apiece. The Committee maintains that the existence already of Colleges in places so close at hand as Tanjore and Madras, renders it needless to establish new ones at Salem and Cuddalore. Besides, where is the process to stop? The Director says that boys matriculate too young to be "exposed for four years to the temptations and absence of restraint attendant on a four years' residence in a distant town." But boys from the villages will be quite as much from home in Salem as in Madras or Tanjore. Is every village to have a College? The Committee maintains that there are Colleges enough for the present wants of the community, and that a system of forcing higher education at Government expense is extremely wasteful and unwise.

In the same paragraph, the Director dwells on the inconsistency of the representatives of Missionary education opposing the opening of new Colleges, when Missionary Societies are opening new Colleges of their own, and when the Missionaries at Salem actually offered to Government to establish a College there. It is enough to reply that when it became known that the Director was determined to force on the opening of new Colleges, there was no inconsistency even in men who thought the opening of them unadvisable wishing them to be Aided rather than Government Colleges,—reckoning this the smaller of the two evils.

10. The Director devotes his tenth paragraph to repeating and endeavouring to prove the charges that "the substitution of Mission for Government Institutions without any reference to the wishes of the inhabitants is one of the main objects which the Missionary Societies are aiming at." It seems scarcely fair to ascribe to the Committee motives which they have already expressly repudiated; but even if the Committee's motives were such as are thus ascribed to them, it would in no way affect the arguments they have adduced. Moreover, there is, in the Committee's view, no prospect of Mission Schools being opened at many, if any, places where Government schools exist, even if the latter were at once abolished. It is not to Missionary Societies but to the people of the country, that the Committee look for supplying the want that would be caused if a begin-

ning were made in withdrawing Government schools according to the policy of the Despatch of 1854. And it should be added that even existing Mission schools would in very few cases indeed be gainers by the abolition of Government schools. It is seldom that Government and Mission schools come into direct competition, for the simple reason that unless in exceptional cases it is not possible for a Mission or any other Aided Institution to bear up against an Institution that is backed by the overwhelming influence of a Government Department.

11. In his eleventh paragraph, the Director makes statements and adduces arguments which appear strong but do not stand examination. Some of his omissions and misapprehensions it is desirable to discuss at some length.

(a) It is probably true that native gentlemen are satisfied with Government schools upon the whole; but it has no bearing on the point at issue. The Committee has not in any way denied this. It merely expressed its belief that, if encouraged, Local Committees would, in many cases and in the course of time, undertake not unwillingly the duty that the Despatch of 1854 wishes them to take in hand.

Hindu gentlemen and Hindus generally are for the most part satisfied if all that is needed by the community is undertaken by Government, and they themselves relieved from trouble. In India at present it need not be expected that any large number of local bodies will put themselves forward to do anything of which Government will relieve them. Similarly, native gentlemen will be more than satisfied if Government will undertake for them the care of roads, bridges, sanitation, and all other matters of the kind. But this notorious fact has not prevented the setting up of Municipalities and Local Fund Boards everywhere throughout the country. Now what the Committee maintain is that with proper encouragement it will be easier to get local bodies to take an interest in schools than in any other local institutions. If there was a great department opposing itself to the development of local effort in those other matters, it could use the argument of native gentlemen being satisfied that all local affairs should be managed by Government, exactly as the Director uses this argument in the case of schools.

(b) The Director states that Government schools are more efficient than aided schools, and adduces in proof the statistics of the Matriculation Examination. On this,—omitting the question of how far passing an examination is to be accepted as a test of true educational efficiency,—these remarks should be made :—

(1) The comparison seems to us to be eminently unfair. Government, (very properly), planted its schools at first in the most favourable situations it could find, generally in the chief town of an important district, where of course a school should

have the best results. Aided schools generally are in all sorts of situations : a few as favourably situated as those of Government, but the great majority much less so. If the comparison were made in the only fair way, *viz.*, between Government schools and the aided schools that are as favourably situated, the result would be very different.

(2) The state of feeling in the country is such that without any superiority in a Government school, the sons of the better classes are generally sent to it, especially the sons of Government servants, simply because it is a Government institution. Having better material, Government schools naturally show better results.

(3) There are few Government schools in country districts that have any opposition. There are few aided schools of the class sending boys to Matriculation without opposition. Now in India the common effect of rivalry between two schools in a country town is not to increase the efficiency but to lower the standard of both. Improvement in this matter has indeed begun, but at present where there are rival schools each is apt to attract pupils by placing them in classes higher than they are fit for; pupils are removed on the slightest cause from one school to the other; discipline grows lax, and both schools are less efficient than either of them would be if it were alone. This is a matter of familiar experience, which it is certain that the Director will not deny.

These and similar causes go far to account for any superiority that there is on the part of Government schools. If the policy of the Despatch were acted on, these causes would cease to operate. It is remarkable that with so many difficulties there should be no greater difference between the results attained by Aided and by Government schools than the difference between 33 and 45 per cent.

(c) Though it were granted that there is a greater superiority on the part of Government schools than these causes are sufficient to account for, it must be remembered at what a cost this small superiority is gained :—the cost of the exclusion of religion from all education, without which,—at least in the opinion of this Committee,—efficient teaching even of moral duties is impossible. This exclusion must soon become hopeless and complete if the policy of repressing aided education is maintained. There is nothing to prevent the direct and efficient teaching of moral duties in either of the two great classes of aided Institutions. In Mission schools the thing is actually done. In schools managed by Committees of native gentlemen, or local Committees of any kind, there could be no objection to its being done if the managers desired it. This Committee is of opinion that in many such schools the attempt to inculcate the principles of morality would be made, and made not unsuccessfully, if the

overpowering example of Government in favour of an absolutely secular system did not hinder it.

(d) The actual condition of aided schools gives no criterion of what they may become. It is only the best specimens of them that should be taken into account in this connection. That some of them are equal to any Government schools even the Director will not deny: at all events he has not denied it. Now the tone in which the Director has written in all his papers shows very clearly what his feelings towards aided education are, and serves as a sufficient index of the action of his Department towards it hitherto. If even with such discouragement from the Educational Department, aided schools upon the whole approach Government schools so nearly, and if some of them are as good as any Government school, why should not the best possible educational results be attained if the Department frankly adopted the policy of the Despatch and made it its business to develop and improve aided education, instead of promoting direct Government education at its expense?

(e) The Director plainly makes no account of the wise remark of the Despatch of 1854, to the effect that the system of grants-in-aid possesses the advantage "of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation." The system of having education entirely supplied and managed by Government cannot but discourage and repress local activity in the very line of action along which it would, in Southern India at present, find its way most naturally. To this Committee it seems that the superiority of Government schools in pushing their pupils through examinations would not compensate for this, even though that superiority were really as great as the Director thinks.

(f) But the most important point of all remains to be brought forward. In his eleventh paragraph the Director appears to us frankly to admit that it is his aim to reverse the policy of the Despatch of 1854. All that the Memorial asked was that some beginning should be made in carrying out that policy. What it complained of was that the tendency seemed to be in a reverse direction:—that direct Government education was being developed and extended, and that there was not even the smallest sign of its giving way to the system advocated in the Despatch. The Director's main reply is his attempt to show that Government schools are so superior to aided ones that their withdrawal would be "disastrous to the cause of sound learning." As the Memorial did not ask that they should be all withdrawn suddenly, this can only mean that they must be permanently maintained. Now if direct Government education be really so superior, (though in the face of the considerations adduced above, it can hardly be maintained that its superiority has been proved),

there may be sufficient reason for reversing in a legitimate way the policy of the Despatch. It does not, however, follow that the Director should refuse to act upon that policy so long as it is still avowed. If the Governments in India and at home, after fully considering the question in all points of view, announce that the policy of the Despatch was mistaken or premature,—if direct Government action in education is henceforth to be developed and other efforts to be repressed,—this discussion will be at an end. Missionaries and all who are interested in aided education must in that case accept what they cannot help, and adapt themselves as best they can to the altered conditions of the case. Meantime they are making efforts and spending means, on the encouragement of a certain clearly expressed understanding. If that understanding holds good no longer, they ought to be distinctly told so. If it still holds good, it seems scarcely right that a Government official and a Government Department should be allowed to make it gradually void, and to substitute for the policy that is avowed by their superiors a very different line of action which (rightly or wrongly) they consider preferable.

On behalf of the Missionary Executive Education Committee,

WILLIAM STEVENSON,

Secretary.

MADRAS, 22*nd April* 1880.

XII. THE DIRECTOR'S THIRD REPLY.

No. 23. *From Colonel R. M. MACDONALD, Director of Public Instruction, to the Chief Secretary to Government, dated Madras,* 17*th June* 1880, *No.* 2820-*P.*

I have the honour to submit the following remarks on the memorial and memorandum of the Executive Missionary Education Committee of the 22nd April 1880, referred to me under endorsement, No. 1190, of the 4th June 1880.

2. The Committee still endeavour to make out in paragraph 2 that there was nothing erroneous in their mode of putting the case as regards the direct effect of the grant-in-aid rules of 1864. The matter is of little importance, but I think that I have sufficiently shown that the statement in its original form was calculated to create an erroneous impression of the real cause of much of the increase of schools under inspection during the period referred to.

3. In paragraph 3 the Committee explain that the expression "present educational administration" was not meant to refer to me individually, but referred equally to my predecessor, who "acted on the same general line of policy." Mr. Powell was the Director of Public Instruction from October 1862 to March 1875, and, if the whole of this period is intended to be included, the term "present educational administration" would apparently also mean "past educational administration," very much in the same way as a reference to the salary grant rules of 1864 is declared to be also a reference to the results grants rules of 1868. Seventeen years is such a long period that it is scarcely possible to understand how the term present can really have been meant to apply to it. I may also be permitted to point out that, whatever the Committee may say now, the four specific instances, which were declared in paragraph 8 of the memorial to afford good grounds for serious apprehensions regarding the existence of a tendency to reverse the declared policy of Government, were all clearly directed against me alone, and had no reference whatever to my predecessor, except in one instance and then only by way of contrast. In this case they declared that my procedure was in such complete contrast with that followed when the revised rules of 1864 were framed that they could not but fear that it might indicate a different line of policy. This particular charge has been shown to be perfectly unfounded and it has been since retracted, but the remarks on the other specific instances given were all equally explicit, and there can be no doubt that Mr. Powell was in no way referred to in them. Paragraph 8, in which these specific instances are given, certainly seems to me to imply that I am responsible for the alleged increased expenditure on Government institutions and the alleged decreased expenditure on aided schools, for these four specific instances are merely brought in as additional evidence of the tendency of which the memorialists complain. It is only since I have shown how the case really stands on this point that the Committee have shifted their ground. But, having taken up the new position which they have, they are bound, I think, to point out what portion of the increased expenditure it is that they object to, and it would then be possible to show who is directly or indirectly responsible for the objectionable items. Both the memorialists and the Executive Committee seem in various passages to suppose that the educational policy of Government is dictated by the Director of Public Instruction, and they appear to entirely lose sight of the fact that this officer is merely the head of a department without any power to make the smallest addition to the establishment of any Government institution. Every question relating to establishments must be submitted to Government. In some cases the matter goes before the Government of India. In very important matters the sanction of the Secretary of State is required. If the charges given in paragraph 32 of my letter, No. 1737, of the 1st May 1879, are examined *seriatim*, it will be seen that several of the most important ones are items for which the Secretary of State is ultimately responsible. The raising of the Provincial School of Kumba-

konam to a College, the creation of a Chair of Physical Science in the Presidency College, the establishment of a graded service for the superior officers of the Educational Department, and the increase of Mr. Porter's salary have all largely contributed to the increase of gross expenditure complained of, but these measures have all been sanctioned by the Secretary of State. All the other items relate to expenditure sanctioned either by the Government of India or by the Local Government. The money spent on these various items might of course have been spent on increased grants to aided schools, but the real question at issue is whether the charges are such as should or should not have been incurred. As far as I can see, the memorialists and the Committee have no real grievance in connection with this expenditure and are unable to point to a single item as open to objection.

4. In paragraph 4 the memorialists complain that, while all increase of fees in aided schools is met by a reduction of grants, all increase of fees in Government schools is spent in the extension and development of Government education. It has been distinctly shown that in the period referred to there was an increase instead of a reduction of grants. The aided schools thus received an increased income from school fees and an increased income from Government grants. It is possible that this increased income from school fees may have been devoted to other purposes, but surely it might have been spent in the extension and development of aided education.

5. The Committee point out that, both in my annual statistics and in the calculations referred to by them, I leave wholly out of view one highly important branch of the expenditure on Government education, *viz.*, that on pensions. They understand it to be a rule that in all estimates of expenses of establishments 25 per cent. should be added on account of pensions. If the term "annual statistics" refers to those published in the Reports on Public Instruction, there is no such rule in existence as that stated. There is a certain form in which all applications for changes of establishments must be made, but even in this form, which is intended to show clearly the financial effect of any change proposed, there is no column for pensions. In the case of officers transferred from Government to foreign service, a contribution is levied of one-fifth of the salary which the individual receives from his employers, and this is perhaps the rule which the Committee refer to. It is obvious, of course, that whatever percentage is added on account of pensions is so much added to the total, but, whatever the total may be, the real questions at issue still are whether the charges which make up the total were justifiable or unjustifiable and who was responsible for them. It will probably, however, be admitted that increased gross charges, even if they include pensions, may be legitimately met by increased receipts if such receipts are forthcoming, and the Committee can scarcely be right in calculating that air-pumps and physiological charts receive pensions. This is, however, what they have done, for one of the items of the gross total of Rs. 55,327-2-6 is as follows :—

	RS.	A.	P.
Adjustment charges on apparatus for teaching physics, physiological charts, &c.	6,371	14	8

6. The Committee in paragraph 5 seem to me to again misrepresent what I have stated. They assert that I imply that money can be best spent and is most needed in Government schools. The words used are: "In England the educational grant is continually growing. In India, under the decentralization scheme, a fixed sum is assigned to each Local Government for Provincial Services, and all that seems possible is to make the most of the limited sum available by gradually reducing the grants to schools which are to a large extent self-supporting and giving new grants to those schools which are most in need of aid."

7. It seems unnecessary for me to go again into the question of the financial result of re-establishing an upper and lower fourth class in the Presidency College. All the figures and facts have been already given, and it has, I think, been sufficiently shown that the additional outlay incurred by Government has been more than covered by the receipts. Any other institution in Madras or elsewhere can produce exactly the same results if the same number of boys join the classes and are willing to pay the same fees. It has been already explained that, although this measure has been a source of profit to Government, the gain is, in the annual statistics, not all credited to the middle school, but spread over the whole institution. The statistics are prepared in accordance with certain rules under which each department is debited with a share of the salaries of the teachers employed in it and also with a share of the charges for servants. The master of the upper fourth class receives Rs. 70 a month for teaching thirty or forty boys who pay Rs. 2-8-0 each, or from Rs. 75 to Rs. 100 in school fees. He in most schools would have to take them in every subject, or, if he did not do so, he would, during the hour or hours that some other teacher was engaged with his class, have to teach some other class. Similarly, the master of the lower fourth class, who receives Rs. 50 per mensem for teaching thirty or forty boys, who pay Rs. 2 each, would, in ordinary schools, have to take them in every subject, or would, if relieved during any portion of the school hours of the charge of that particular class, have to take some other class. In the Presidency College all the vernacular languages, except Uriya, are taught, and Sanskrit is also taught, and, as there are teachers for all these languages, the instruction in the Vernacular and in Sanskrit is entrusted in the upper and lower fourth classes to these men and not to the class masters. The effect of this is to throw a part of the cost of their salaries on the middle department. Dr. Oppert himself devotes some time to this department, and, as his salary is Rs. 700 a-month, every hour that he spends in teaching Sanskrit in this department adds enormously to the apparent cost of these classes. Whatever is, however, debited in this way in the middle department leaves so much less to be debited to the college and high school. The same remark applies to servants. Although the present

arrangement does on the whole reduce the cost of the institution, the financial effect is not quite so great as it would be if there were other classes in which the two additional masters could be employed when not otherwise engaged, but, unlike other institutions in Madras, the Presidency College has no classes below the lower fourth.

8. The circumstances which led to the abolition of some of the school classes in the Presidency College and to the re-establishment of two of them have been already fully explained. They were abolished at one time because the Presidency College had at that time a monopoly of higher education. They were re-established because it lost that monopoly. Not a single institution can be pointed out as having sustained any appreciable injury from this measure. The statement that the existence of these classes renders it impossible for aided schools to raise their fees and become as self-supporting as they ought to be is wholly incorrect. A Committee was appointed some years ago to revise the scale of fees, and they made no changes in the scale of fees for the primary and middle classes, because the existing scale was considered sufficient to pay the salaries of the masters and so leave a small margin for other expenses. There is nothing to prevent the managers of aided schools from charging the same fees in the upper and lower fourth as are charged in the Presidency College. Their pupils could not go to the Presidency College, for there is no room there for them, and as regards the third, second, and first classes, it is obvious that the difficulty is purely imaginary, as there are no such classes in the Presidency College.

9. There is a separate correspondence relating to the Madras Christian College, and in this correspondence every point which has been brought forward in connection with the grants of this institution has been discussed. As the whole of this correspondence has been submitted, or will probably be submitted, to the Secretary of State, it seems sufficient here to quote the following extract from my letter, No. 2656, of the 9th instant, which is now before Government:—

"Mr. Miller has again entered into various calculations as to the proportion of the grant to the net expense of the Madras Christian College as compared with other institutions. If it were intended that every institution should necessarily, as a matter of course, receive a grant proportionate to its expenditure, it might be worth while to go on discussing these figures, but it appears to me that already too much time has been devoted to calculations which really lead to no practical result. There is a certain maximum rate at which grants can be given, but, as a matter of fact, grants are not necessarily given at these rates. As shown in the previous correspondence, it was decided many years ago that all additional grants to colleges and high schools in the town of Madras should cease. As long as the grants remained stationary and the school fees increased, it was possible for any institution in the town of Madras to increase its gross expenditure without any additional drain on the Society with which it was connected. In this way the tendency was for the grant to bear a constantly decreasing proportion to the gross cost. In certain cases the school managers may have come in possession of additional funds from other sources, and in such cases the grant would necessarily bear a still lower proportion to the

gross expenditure. This had been the case with the Madras Christian College, when it was resolved in December 1878, not only to restrict, but to reduce the grants in certain flourishing institutions which no longer needed so large an amount of aid as they had hitherto received."

10. In paragraph 9 the Committee explain how they have arrived at their estimate of Rs. 5,000 for each of the new Government Colleges. This explanation shows that they entirely misunderstand the question and that they have altogether ignored the facts and figures given by me in my previous letters. It is erroneously assumed that the new colleges are of the same type as the old Provincial Schools and must therefore necessarily cost the same. It is also erroneously assumed that when a high school is raised to a second-grade college, the old establishment remains unchanged and that such masters as are employed in the college department are additional masters whose salaries form a new and additional charge *minus* such sums as may be realized from school fees. The fact is that the old Provincial Schools were intended to be institutions educating up to the B.A. degree and that a scheme of study going up to that standard was published many years ago for the guidance of the head masters of these schools. The salary of the masters of these Provincial Schools was fixed at Rs. 500 in the expectation that for this amount the services of gentlemen capable of carrying out this programme would be secured. Mr. Thompson, Mr. Porter, Mr. Metcalfe, Mr. Fortey, Mr. Marden, Mr. Caldwell, and many others all commenced their career as head masters of Provincial Schools. As yet the only two Provincial Schools in which the expectation above referred to has been realized are the Provincial Schools of Kumbakonam and Rajahmundry, both of which have been constituted first-grade colleges. But it was many years before this result was achieved at Kumbakonam and Rajahmundry, while at Bellary, Calicut, and Mangalore the teaching has never yet gone beyond the First Arts standard. The question of establishing B.A. classes in these institutions has at distant intervals come up, but owing to various causes it is quite uncertain when the original design will be carried out. The Salem, Cuddalore, and Madura Colleges are intended to educate up to the F.A. standard only, and I have never proposed or intended to propose that the head masters of these institutions should, as regards salary, be placed on the same footing as the head masters of the Calicut, Mangalore, and Bellary Colleges. I consider that the salaries of the head masters of these minor colleges should be ultimately fixed at Rs. 300, rising by biennial increments of Rs. 20 to Rs. 400. These posts should, I think, be reserved for East Indian and Native graduates who have distinguished themselves as head masters of high schools, assistants in colleges, and Deputy Inspectors. Such men will, of course, not be equal in some respects to gentlemen who have taken high honors at home, but the country cannot afford to pay the salaries which are necessary to secure the services of such men, and it is besides desirable on other grounds that there should be some posts of this kind to which deserving men can be promoted. No

proposals for giving even these moderate salaries have as yet been submitted. The persons who are now head masters of these colleges have not been specially selected for the posts which they are filling. They happened to be head masters or acting head masters of certain high schools and have in this way become head masters of colleges. All of them are, as it were, on probation, and at present they continue to draw the salaries which they have been hitherto drawing as head masters of high schools. These salaries rise from Rs. 200 to Rs. 300. In future returns the salaries of these head masters will of course be debited to the college instead of to the high school, but for the present at all events there will be no real increase in the expenditure in consequence so far as they are concerned. As a general rule, when a high school is raised to a college, two additional assistant masters are required, but in all the cases referred to these have been obtained from reductions in establishments and increased fee receipts in the new colleges. I can only repeat that Government has been as yet put to no increased expense in connection with these colleges. A further increase of Rs. 100 per mensem in the salaries of the head masters is contemplated, but even this will not be proposed until the source from which the charge is to be met can be indicated. The supposition that there will be an increased outlay of Rs. 5,000 in connection with each of these colleges has therefore no foundation whatever. With regard to the statement that these new colleges will certainly have fewer students than the old colleges, I may mention that whereas the Bellary College had on the 31st March 1880 seven students, the numbers in the new colleges of Salem and Cuddalore on the same date were eighteen and nineteen. The Committee observe that my argument that South Arcot and Salem must have at least one college each, because Tanjore has three and Tinnevelly two, is exactly parallel to maintaining that, because there are so many colleges in Oxfordshire, Somerset and Cumberland must have one a piece. To make the cases exactly parallel it would surely be necessary to show that Tanjore and Tinnevelly are each the seat of a University, such as that of Oxford, and it would be also necessary to show that there are no institutions in Somerset and Cumberland in which a youth can acquire the very moderate amount of knowledge which is required for the First Examination in Arts of the Madras University. With regard to the statement that the London Missionaries of Salem considered it unadvisable to establish a college of any kind at Salem, and only proposed establishing an aided college there, because they knew that I was determined to force on the opening of new colleges, I may remark that not the slightest intimation of anything to this effect is to be found in their letter, recorded in G. O , No. 149 of the 26th April 1879. The Committee pass over the fact that the action of the Missionaries has been by no means confined to this case, and that they have been and are multiplying colleges in towns in which not even this plea for inconsistency can be set up.

11. There is very little in paragraph 10 or 11 which calls for any

special remark. With regard to the statement that Government planted its schools at first in the most favourable stations it could find, generally in the chief town of an important district, I may again refer to the list already given in paragraph 3 of my letter, No. 1737, of the 1st May 1879, of large and important towns which have been deliberately left without any Government schools for general education, *viz.*, Vizagapatam, Vizianagrum, Cocanada, Masulipatam, Nellore, Vellore, Tanjore, Negapatam, Mannargudi, Trichinopoly, Palamcottah, Tinnevelly, Coimbatore, Ramnad, Conjeeveram, and Chidambaram. Nearly all these stations are far more favorable localities for schools than, for instance, Kurnool and Cuddapah, at which Government schools have been established.

12. The Committee consider that the superiority of Government schools is obtained "at the cost of the exclusion of religion, without which efficient teaching of even moral duties is impossible." "There is nothing," they add, "to prevent the direct and efficient teaching of moral duties in either of the two great classes of aided institutions. In Mission schools the thing is actually done. In schools managed by Committees of native gentlemen or local Committees of any kind, there would be no objection to its being done if the managers desired it." This seems to mean that moral training is attended to in Mission schools, that it might be attended to in Hindu or Mahomedan schools, but that it cannot be attended to in Government schools. This seems to me a very extraordinary proposition. The following extract from "Standing Orders for Government schools and District Book Depôts" will, I trust, show that the moral training is not wholly neglected in Government schools:—

Moral training.

"Government schools being conducted on the principle of religious neutrality, no creed is taught in them, but the great truths of natural religion and morality are common to all mankind. The reading books contain lessons on benevolence, justice, truth, purity, and order, and they inculcate the existence of a Supreme Being, who reveals his power and goodness in the works of creation. Both English and Oriental literature teem with noble sentiments. History is full of heroic deeds. It is also full of great crimes and should 'be constantly used to exercise the moral judgment of the young, to call forth sympathy with the fortunes of the human race, and to expose to indignation and abhorrence that selfish ambition, that passion for dominion, which has so long deluged the world with blood and woe.' Every teacher will take advantage of suitable opportunities for cultivating the moral sense of the pupils entrusted to his charge, but it must be remembered that example is more efficacious than precept, and that the tone of a school will largely depend on the personal character and conduct of the masters, and especially of the head master. It is, however, mainly in the play ground and in the home circle that the character is formed and moral precepts are reduced to practice. By mixing occasionally with the pupils in their sports and out-door exercises, the teachers will find opportunities of discountenancing quarrelling, bullying, the use of bad language, cruelty to animals, and other vicious practices, but no attempt should be made to learn what goes on out of school by encouraging the practice of tale-telling. Complaints are sometimes made that the system of education now in vogue has

an unfavorable effect on the manners of the pupils, and that they are apt to be wanting in politeness and respect of their elders and superiors. It will be the duty of the teachers to check any exhibition of this spirit, but on the other hand they should not encourage any return to the cringing servility which sometimes characterized the old school. Schools in large towns are often attended by pupils who come from a distance and have no relations or friends to receive them. Lodging-houses should, if possible, be established for the reception of such pupils under the care of the masters or of other respectable persons. In these lodgings the pupils would live more comfortably and cheaply than in stray lodgings ; they would work with less interruption and be less exposed to temptation. The precise nature of the arrangements to be made must depend on local circumstances."

As far as I have had an opportunity of judging, men brought up in Mission schools are not more religious or moral than those who have been educated in Government schools. In both cases the education which they receive seems to have the effect of shaking their faith in their own religion, but it does not make them Christians, and sometimes the system now pursued in Mission institutions seems to have the effect of engendering a hatred of Christianity. Many earnest and experienced men are beginning to doubt whether the moral effect of compelling a boy to receive instruction in a religion which he disbelieves is altogether wholesome and fear that it has a tendency to make him a hypocrite. The Reverend Mr. Liston, Acting Senior Chaplain of the Church of Scotland, has recently published a pamphlet on "Christian Colleges as a Missionary Agency," from which the following extracts are taken :—

"Besides, I believe the propriety of Missionaries engaging in the higher education, to the sacrifice of evangelistic work, is a subject which should be more ventilated and discussed at home than has hitherto been done. I believe the public in Scotland are not aware of the true merits or demerits of this system as a Missionary agency, and, if it were represented in its true light I fear it would not receive that support which has hitherto been accorded to it.

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"And, perhaps, you will allow me to add here a few additional reasons that seem to me to militate against the usefulness, in the Missionary sense of the word, of the so-called Christian colleges, but which in my idea differ very little indeed, except in name, from the Government colleges.

"And the *first* reason I would offer is, the utter barrenness of the Missionary fruits that have hitherto sprung from the efforts put forth in the direction of the higher education. We have, indeed, turned out from these institutions sharp, clever sceptics. These can be counted by the score and by the hundred, but I am not aware of any instances of true conversions or of additions to the Church of Christ brought about through the agency of our Christian colleges.

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"In former days the ambition of the Missionaries was to gain so many natives over to the cause of Christ, and education was regarded as useful only so far as it helped to this result. Now-a-days, it seems to me, education is regarded by some of our Missionaries as an end in itself, and their pride is to pass so many candidates for honors at the Madras University.

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"It will not do to say 'Oh! we can teach the Bible in these colleges even though it is not prescribed by the University authorities.' We can, no doubt, if we please. But then, if we do, we will be guilty of two things which are not commendable: *First*, we will be teaching the Bible under false pretences. This institution professes to be a college, and a college exists for the purpose of qualifying for a degree. But then the authorities of this college declare their object is not so much to qualify for a degree as to be able to teach the Bible to advanced students. If this is the object, then, I submit, the term 'Christian *College*' is a mere misnomer. If it is not this, then it is quibbling of a most puerile character. And the natives are sharp enough to take advantage of our quibbling. They are ready to take advantage of the largest amount of secular education that will qualify for a degree at the very cheapest rate, as it is offered at the Christian College, with the least possible amount of Bible instruction. And in this way the Christian College defeats its own object. And this is no mere fancy of my own, but it is the result which practical Missionaries, laboring in this very field, have already experienced. The establishment of Christian colleges, instead of increasing the love and study of the Bible, has diminished this to a considerable extent. Thus, Mr. Ellis, whose voice, alas! is now silenced in death, writing in the April number of the *Indian Evangelical Review*, records this fact—'We cannot of course assert dogmatically that the Bible-teaching in our schools is resultless because, and only because, of their connection with the Universities; but we do know that, before the establishment of that connection, results were obtained which are absent now.' The *second* thing we will be guilty of is, that we will be wasting the time of the students, so far as his obtaining a degree is concerned, by so much time as is occupied with this religious instruction. Remember I do not say that the study of the Bible would be a waste of time to any one, far less to the native students. But what I mean is, that these students attend college for the purpose of qualifying for a degree. That is the purpose, and the sole purpose, for which they pay their fee to the institution. And as the Bible is not prescribed as a text-book in the curriculum of the University, the teaching of it, in this light, becomes a waste of time. The natives thus come to look upon the study of the Bible, not as a pleasure, but as a premium they have to pay for the lower scale of fees charged in these institutions compared with the Government College. The writer above quoted bears testimony to this fact from his own experience. He says that now 'the Bible is looked upon with a more unfriendly eye than formerly, and it is admitted amongst a student's books at a Missionary institution, not because he has any interest in the study of it, but merely because his teachers there are considered more capable of getting him up in the subjects which *must* be studied.'

"There is one condition under which I can conceive it would be legitimate, and almost necessary, for Missionary Societies to establish such high educational institutions. And that is if there were no opportunities offered to the natives of attaining to the higher branches of learning. Then it would be a philanthropic undertaking, and it would be of unspeakable benefit to the public that such colleges should be established. But this condition does not at present exist. It is upon the Government that such a duty legitimately devolves, and they have not been blind to the necessity, nor shirked their responsibilities in this matter. The Government have, at great expense and much annual outlay, met the wants of the

public in this respect. We have the Presidency College and other Government institutions where all who are anxious to have the letters F.A. or B.A. affixed to their names have the opportunity of gratifying their desire, if they have the ability and perseverance to master the subjects prescribed. In these circumstances the establishment of a Christian college ceases to be a philanthropic enterprise. It becomes a work of supererogation and a waste of money into the bargain, as I shall endeavour to show when I come to answer the last question proposed. Taking an unbiased and impartial view of the whole case, it seems to me that these Missionary colleges do not rest solely upon the Christian foundation the name seems to imply, and I cannot help feeling there is an element of direct opposition and antagonism to those efforts which the Government are putting forth for the welfare and progress and advancement of the inhabitants of this land.

"Now this is a most serious subject, and it is a position which I believe to be not only financially false, but very nearly morally wrong. It is putting the Missionary in antagonism to the Government which they are bound, under the laws of Christianity which they preach, to support. If the natives are taught by the Missionaries to believe that the Government under which they live are atheists and unbelievers, and that their chief object in their colleges is to make the pupils 'self-seekers,' 'time-servers,' and men of 'a low moral tone;' if this is not a slander on the Government, it is certainly not at all honorable to the Christianity which Government, in common with the Missionary, believe, and it is not calculated to make Christianity more attractive to the native. I regret that a Missionary of such a high standing as Mr. Miller of the Free Church College, Madras, should have brought such a charge against the authorities. It is simply a gratuitous assertion on his part. If it can, it is clear enough it has never yet been proved. The Professors of the Presidency College might, with just as much foundation and reason on their side, retaliate that our Missionary colleges were turning out hypocrites, formalists, and deceivers. But the Principal of the Presidency College has shown a better Christian spirit and refused to take this course, as can be seen in his letter to the *Madras Mail* in reply to Mr. Miller's accusation. In the matter of education I believe the Government are doing wisely and well and to the full extent that is demanded of them. Let us have more confidence in their honest, earnest desire to do good, even though their efforts in this direction be not the precise copy of the method which *we* would follow, and it will be better, far better, for all parties than this kind of railing.

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"I cannot better conclude my remarks on this subject than by quoting the closing observations of the author already referred to: 'We believe the time has come when men have become sensible of the fact that the University course, University examinations, and University degree as a means of fitting a man for practical, useful, and beneficent life are a delusion and a snare. And we make bold to say that the majority of sensible people throughout the land would hail a better system with joy. If the great Missionary institutions would with one accord throw off the yoke and determine henceforth to seek to prepare men for real life—leaving it to themselves to take a degree or not as they pleased—affording them such facilities for doing so as they could, after the more practical and useful course had been passed through—and declare thus openly and honestly to the Indian world their true mission—we firmly believe they would in no wise be

sufferers—nay, on the contrary, they would be gainers. They would, by doing so, place themselves on the only sure footing proper to Missionaries of Christ, and by turning out men qualified for life—imbued with Christian morality and common sense—they would gain in their own proper self-esteem and in the esteem of every right-minded Hindu and Mahomedan and in the esteem of the King whose kingdom we are here to people. We then might set ourselves to the business of life—not the glory of the University—not the glory of the college or school with which we are connected—but the glory of Christ, in the immediate salvation of pupils who, it might be, would be drawn from a more humble sphere than now, but would be equally acceptable, when presented in the robe we bring them, as the very highest in the land.' "

13. Under the system now pursued all schools in which English is taught whether Government or aided, are rapidly becoming self-supporting. It has been shown that some are already entirely self-supporting, and, if both classes of institutions are maintained, it is probable that in a very few years they will cost the State nothing and may then be largely multiplied. It is possible that, if this had been foreseen when the despatch of 1854 was framed, the despatch might have been somewhat differently worded. I think that it may be fairly asserted that the Government schools have done far more than the aided schools in teaching the inhabitants of this Presidency that, if they want to give their children a good education, they must pay for it. It is in these schools that the highest fees have always been levied and that the example has been set of gradually raising these rates. In many cases it is cheaper now for Government to have a school of its own than to give a grant to an aided school. It is undoubtedly the fact that, although a few Government schools have been occasionally closed, no general measure for closing Government schools and replacing them by aided schools has been proposed in this Presidency, but in this respect the course pursued here does not differ from the course pursued in other parts of India.

XIII. GOVERNMENT ORDER.

No. 27. Order thereon, 12th July 1880, No. 269.

The memorial of the Executive Missionary Educational Committee, together with a copy of the Director's letter, will be forwarded to the Secretary of State, accompanied by a letter stating that His Grace the Governor in Council is of opinion that the memorialists have no just ground of complaint against the policy impugned.

(True Extract.)

R. DAVIDSON,
Chief Secretary.

XIV. CONCLUDING MEMORANDUM.

The Committee deems it desirable to close the discussion by a few remarks on Colonel Macdonald's reply to their Memorial to the Secretary of State, and accompanying memorandum.

2. In this reply, as in his previous papers, Colonel Macdonald says much about the bearing of the present discussion on himself personally. This is an aspect of the question that the Committee has never made prominent, and has no desire to dwell on. It is important, however, to observe how Colonel Macdonald argues as if the whole question would be disposed of if he could succeed in showing that the Government of Madras, or the Secretary of State, is responsible for the items of expenditure in the rapidly increasing outlay on direct Government education. This appears throughout the third paragraph of his reply. Similarly, in the conclusion of his paper, paragraph 13, he seems to hold that the failure to carry out the policy of the Despatch of 1854 by gradually removing Government schools, is sufficiently defended by the statement that "the course pursued in Madras does not differ from the course pursued in other parts of India." But the question of who has been responsible for the course that has been pursued, has no real bearing on the plea of the Memorial. The gist of that plea is this:—That the Despatch of 1854 prescribes that Government institutions for the higher education are to be gradually given up as other institutions rise to fill their place; but that, instead of this, Government institutions are being so extended and strengthened that their removal will soon become extremely difficult, if not impossible.

No doubt this Committee has indicated an opinion that the constant strengthening and development of direct Government education is largely due to the suggestion of Directors of Public Instruction:—but the correctness or otherwise of this opinion is entirely a side point. If still higher officials have deliberately extended and strengthened the system of direct Government education, it only makes the cause of complaint more grave. And if the failure to carry out the policy of 1854 be universal throughout India. it only makes it more clear either that a change of policy ought to be openly declared, or that the policy of the Despatch should begin to be carried out.

3. In paragraph 4 of his reply, Colonel Macdonald evades the point of what the Committee has contended for. It seems desirable therefore to restate the real question.

The principle on which grants to aided schools have been recently reduced is that as fees increase grants should be proportionately diminished. The Committee has said nothing

against this principle, or against its being practically applied. It maintained, however, that the same principle should be applied to Government schools, and that when fees increase in them the amount thus set free should be applied either to purposes of general utility, or to the extension of aided education as provided in the Despatch of 1854. This has not been done. On the contrary, the Director expressly claims that all the money saved by the increase of fees in Government schools may be legitimately applied to the enlargement and development of these institutions. He admits too that not only have all savings been employed in this way but that a large sum besides has been devoted to the same purpose. This appears to the Committee to be indefensible.

With regard to the additional income drawn by aided schools from increased fees up to the time of the late reductions, there is ample proof in the annual statistics that it was "spent in the extension and development of aided education."

4. In paragraph 5, Colonel Macdonald withdraws attention from the real point at issue. He announces that Rs. 6,371-14-8, out of the increase of Rs. 55,327-2-6 on the net annual outlay upon Government schools, was spent on apparatus, and that "the Committee can scarcely be right in calculating that air-pumps and physiological charts receive pensions." It may be quite true that on *one-ninth* of the additional expenditure, the 25 *per cent.* for pensions should not be reckoned. Yet surely this does not in any way affect the general principle that an estimate for pensions must be added if the real expenditure upon Government schools is to be fairly calculated.

5. In paragraph 6, Colonel Macdonald complains of his views being misrepresented. The original words are not very clear, and certainly this Committee does not object to the principle that the most should be made "of the limited sum available by gradually reducing the grants to schools which are to a large extent self-supporting and giving new grants to those schools which are most in need of aid." It is admitted, however, that an increasing amount of the limited sum available has been spent on direct Government education. It is also believed that a large proportion even of the amount saved by the recent reduction of grants, has been, or will be, devoted to the same purpose. This policy the late Director not only acted upon but has expressly defended in all his papers. He has no ground of complaint if his words are interpreted where they are ambiguous by the light of his well-known and admitted views and practice.

6. In his seventh and eighth paragraphs, Colonel Macdonald reverts to the question of the reopening of a Middle School in the Presidency College. The Committee will not travel again over the old ground; but some of the statements now made for the first time cannot be allowed to pass unnoticed.

(*a.*) It is a mere truism to say that "any other institution in Madras or elsewhere can produce exactly the same results if the same number of boys join the classes and are willing to pay the same fees." But this leaves out of account,—what Colonel Macdonald must be well aware of,—that, in the present state of feeling, the mere fact of a school being a Government school and supported by the influence of a Government Department, draws pupils to it and makes them willing to pay higher fees than they would pay to a school admitted to be as good or even better but destitute of Government prestige.

(*b.*) It is incorrect to say, as Colonel Macdonald says:—"There is nothing to prevent the managers of aided schools from charging the same fees in the upper and lower fourth as are charged in the Presidency College. Their pupils could not go to the Presidency College, for there is no room there for them, and as regards the third, second, and first classes, it is obvious that the difficulty is purely imaginary, as there are no such classes in the Presidency College."

In regard to the three lowest classes it is generally felt, as Colonel Macdonald admits in the very paragraph under consideration, that the fees in all schools are already high enough. It is in the four advanced school classes that there is room for an enhancement of the rate of fee. If the fees of aided schools were raised in these classes and a large number of boys thus sent to seek admission into the school classes of the Presidency College, there is much reason to fear that room would soon be made for them. New classes would probably be opened to receive them, and the late Director's favourite argument might be resorted to, *viz.*, that this could be done without additional expense to Government. But even if all candidates beyond the present number were steadily refused, it is certain that the best among the candidates would be carefully selected, and Aided schools would be as irretrievably damaged as if their pupils were lessened in point of number. If once the Government school were able to pick out the most promising pupils from all the schools—and the equalizing of the fees, would at present enable it to a great extent to do so—it is plain that the whole character and position of aided education would be lowered, and that men who had a genuine interest in educational work would be deterred from labouring in Aided schools.

The late Director seems determined to ignore the fact that there cannot, at present, be any fair competition upon equal terms between a Government and an Aided school. The former has a weight of influence in the community which scarcely anything can counterbalance. When such schools come into direct competition, some difference in fee is usually the only chance that non-Government institutions have of so much as preserving their existence. Such a state of public feeling may be regretted, but it is none the less a fact that requires to be taken into account. If the Educational Department is determined to consider the interest of its own immediate schools alone, it can drive all competition from the field by simply extending and enlarging them. If such irresistible power were wielded by any private body, nothing perhaps could be expected but that they should use it to the utmost. It is different in the case of a Department that exists for the good of the community at large. It was decided in 1854 that the development of aided education was for the highest interests of India, and it seems to follow that all that circumstances render necessary for its healthy development should be done. It is this that gives us some right to expect that the Educational Department will not employ its acknowledged power in the interests of those institutions only which are under its direct control.

7. The case of the Madras Christian College, brought forward by Colonel Macdonald in his ninth paragraph, will probably be laid before the Secretary of State separately; but there is one point connected with it which this Committee feels bound to notice. One of the reasons here alleged for the grant to this College being reduced to less than *one-seventh* of its expenditure, is that its "managers had come in possession of funds from other sources." We do not dwell upon the incorrectness of the statement, at least if it be taken in its obvious sense; for the local managers of the College, with whom alone the Director has to do, have received no important addition to their resources for a very considerable time. But the principle that underlies the reason for reduction of grant assigned by the Director is a very dangerous one. That principle seems to be that when parties interested in an institution contribute anything for its enlargement and development, its grant-in-aid should be correspondingly reduced.

It will not be denied that if the Madras Christian College were to be an efficient and fully equipped institution, it needed larger funds than it possessed in 1872, when the grants for which it was qualified under the rules were first distinctly refused to it. Now it appears to the Committee that if the managers succeeded in procuring from friends of the College some portion of the funds so urgently required, their doing so would be a strong argument in favour of Government enlarging its grant.

It seems to be maintained by the late Director on the contrary that Government should reduce its grant by whatever amount the College succeeded in obtaining from those who were anxious to improve it;—in other words that all additional contributions made to it should be simply appropriated by Government. Doubtless Colonel Macdonald would shrink from formulating such a rule; but we are unable to see any meaning but this in the statements that he makes. We are certain that this is a rule on which Government does not mean to act. It would be superfluous to point out that their acting on it even to a small extent would quickly put an end to all voluntary effort in behalf of Indian education.

8. It appears from the tenth paragraph of Colonel Macdonald's reply that the three new Government Colleges lately opened are intended to be officered by an inferior class of men, and therefore to be somewhat less expensive than the colleges of the same grade already in existence. This was not previously explained, but it serves only to make the opening of such colleges still more objectionable. In the present circumstances of India, it is far more important that the higher education should be of good quality than that it should be rapidly extended at Government expense. Even with an inferior class of teachers, the new colleges cannot be carried on without considerable outlay. To spend a large sum annually on developing an inferior kind of higher education, when the high class colleges already in existence are amply sufficient for the wants of the community when the leading Aided College is crippled by a most disproportionate reduction of its grants, and when so little is being done for the instruction of the masses, does not seem to be the way "to make the most of the limited sum available."

9. As the late Director dismisses paragraphs 10 and 11 of the Committee's memorandum by saying that they present "very little which calls for any special remark," it may be convenient to recapitulate the points advanced in these paragraphs. They are these:—

(*a.*) That the Memorialists were not fairly chargeable with aiming at the substitution of Mission for Government schools without any reference to the wishes of the people, but were pleading for the avowed policy of promoting and developing aided education generally.

(*b.*) That the fact of native gentlemen being fairly content with things as they are, is not allowed to stand in the way of measures that tend to progress in other matters, and ought not to be allowed as an argument against such measures in things connected with education.

(*c.*) That the, not very great, extent to which Government schools are more successful than aided schools in passing their pupils through examinations, is capable

of complete and easy explanation without ascribing any necessary inferiority to the latter.

(*d.*) That if the Educational Department strenuously endeavoured to encourage and develop aided education, schools under local management might easily produce the most satisfactory educational results.

(*e.*) That altogether apart from the question about success at examinations, the system of aided education is fitted to foster a self-reliance and a public spirit which may be extremely valuable to the community at large.

(*f.*) That by fair inference from his well considered words it is now plain, as has been alleged by the Committee, that the late Director aimed at reversing in essential particulars the policy announced in the Despatch of 1854.

These are the points,—none of them unimportant,—to which it now appears that Colonel Macdonald has no reply to make.

10. The only point in the tenth and eleventh paragraphs of the memorandum that is dealt with in the reply, is the opinion expressed by the Committee on the moral aspects of the whole question. This point is discussed at great length, and on this discussion of it the Committee would make the following remarks :—

(*a.*) The Committee expressed their opinion that efficient moral training is not possible if it be wholly dissociated from religion. They did not mean to adduce proof of this opinion. It must be proved or disapproved on larger grounds than could be explained in a brief memorandum. Colonel Macdonald's opinion is evidently very different, but his calling the opinion of the Committee "an extraordinary proposition" does not show that he is right or that they are wrong. Neither does his quotation from the Standing Orders show this. The Committee did not say that no attempt could be made to give moral training in Government schools, but only that such an attempt, if made, was not likely to prove successful. They fail to see how good advice to teachers given in a book which few pupils are likely to peruse, proves even so much as that an attempt is made to give moral training in Government institutions. Certainly they cannot see how the quotation in question can be held to prove that moral training is not only given in these institutions but that it proves efficient.

(*b.*) Colonel Macdonald maintains that as far as he has "had an opportunity of judging, men brought up in Mission schools are not more religious or moral than those

who have been educated in Government schools." Without raising any question about whether Colonel Macdonald has or has not shown himself to be an accurate observer, we would point out that his remark proceeds on an erroneous assumption. He seems to think that those brought up in Mission and in Government schools are kept apart and exert no influence on each other. Of course the fact is that the pupils of both classes of institutions mix with and affect each other both in their school days and in after life. An influence for good or evil that takes effect on any section of a community, and especially of such a community as the Hindu, spreads in a considerable degree to all. Some decision of the question raised by Colonel Macdonald might be arrived at by means of direct observation, if it were possible to compare the whole body of educated natives as they are with what they would be if there were no Mission colleges and schools among them;—or if it were possible to find separate and tolerably large bodies of men who had grown up wholly under the influence of Mission schools on the one hand or Government schools on the other. This, however, is not possible. The question of how an efficient moral training can be secured, must plainly be decided by somewhat larger considerations than those Colonel Macdonald has recourse to.

(*c.*) Colonel Macdonald suggests rather than affirms that the training of Mission schools is morally hurtful, and in particular that it tends to make a boy a hypocrite, and sometimes engenders a hatred of Christianity. It is hard to see how teaching a boy religious truths which he disbelieves should make him hypocritical, any more than teaching him those scientific truths which are quite as much opposed to the beliefs of a Hindu boy commencing his education as any of the truths of Christianity.

As to the allegation that "the system now pursued in Mission institutions seems to have the effect of engendering a hatred of Christianity;" it is probably true that some such cases have occurred. In every age and country close contact with the truth has sometimes the effect of rousing strong hatred of it, though this takes place more commonly with those who are of mature than of tender years. But all who have any acquaintance with the working of Mission colleges and schools know that such cases are of rare occurrence, and that the ordinary effect of mis-

sionary education is the exact opposite of what Colonel Macdonald has suggested. There would be no difficulty in establishing this; but even if this were a suitable occasion, it would be absurd to adduce elaborate proof of what every South Indian Missionary knows.

(*d*). It is almost amusing to find Colonel Macdonald driven to rely on the support of such an ally as Mr. Liston, whose ignorance of the scheme alike of Government and non-Government education is so fully evidenced even in the few extracts from his pamphlet that the late Director quotes in his reply. Of course this Committee need not argue seriously against charges which will be recognized at once as a reproduction of the loose talk against missionaries that is current in ordinary society. But it is perhaps worth while to point out that Mr. Liston's attack,—such as it is,—upon missionary education proceeds on ground that is exactly opposite to that taken up by the late Director. The one charge into which all Colonel Macdonald's arguments against Christian education run back, is that it is *proselytizing*, and that it would therefore be dangerous to encourage it. The one charge that Mr. Liston makes against Christian colleges is that they are *not* proselytizing. Colonel Macdonald avoids indeed those parts of Mr. Liston's pamphlet in which this charge is most distinctly made; but the parts quoted are enough to show that this is the gist of Mr. Liston's indictment, at all events to those who are familiar with the current prejudices of which his pamphlet is the expression. One could hardly have a better illustration of how extremes meet, than to find one who wishes to put down mission education because its only aim is to proselytize, leaning for support on one whose objection to Christian colleges is that they do not "proselytize" at all. The two opposite accusations may be safely left to answer each other.

Probably the one point in which the most careful examination can find substantial agreement between Colonel Macdonald and Mr. Liston is in their both holding that with regard to the supply of the higher education "it is upon the Government that such a duty legitimately devolves," and therefore, in Mr. Liston's phraseology, that for the Christian church to engage in education is "putting the missionary in antagonism to the Government which they are bound, under the laws of Christianity which

they preach, to support." In this point no doubt the late Director and Mr. Liston really agree; but in holding this opinion they are diametrically opposed to Government itself, which has always invited help in educating India from non-Government bodies, which declares that it has established high class institutions of its own only to meet a temporary difficulty, and which has announced that it intends to withdraw these institutions so soon as others under local management are prepared to take their place.

11. Once again, in his thirteenth paragraph, Colonel Macdonald seems to plead for the reversal of the policy of the Despatch of 1854. The words indeed are not particularly clear, but to all appearance they express a wish that schools directly managed by the Educational Department should "in a few years be largely multiplied." This is the only interpretation of the words that seems to call for the eulogium upon Government schools that follows. Now with regard to this praise of Government schools a few remarks seem desirable in conclusion.

(*a.*) In all cases where it is "cheaper for Government to have a school of its own than to give a grant to an aided school," a locally managed institution, if it were only countenanced by the Department, would be perfectly able to maintain itself without any grant at all.

(*b.*) This Committee has never been animated by an unreasoning hatred of Government schools, and has no inclination to deny that they have been useful in a variety of ways. The views of the Committee upon this point are exactly those of the Despatch of 1854. A quarter of a century ago some Government institutions for higher education were useful and even necessary; but great changes have taken place, and the need for Government schools that existed then does not exist in anything like such large measure now. We freely admit that Government schools have taken an important place along with other agencies in bringing about these salutary changes. The Committee believe that in consequence of these changes the time has fully come when a beginning may be safely made in leaving the higher education to local effort, and when the attention and the direct outlay of the Educational Department ought to be much more largely turned upon the education of the masses,—an object for which Government effort is still greatly needed.

(*c.*) In the face of the avowed policy of Government, the Committee seems scarcely called upon to point out

the inexpediency of such perpetuation and extension of Government institutions for higher education as Colonel Macdonald desires. It is perfectly ready to concede to the late Director that there are certain advantages in direct Government education, and that by looking at these advantages alone and passing over its disadvantages, a plausible argument might be constructed in favour of maintaining, strengthening, and enlarging direct Government institutions and thus driving local effort from the field. The Committee believes however that when advantages and disadvantages are fairly weighed, every wise statesman will see that a policy by which local effort and public spirit are fostered ought to be preferred to one in which "everything is done for the people and nothing by the people," even though the latter have some subordinate advantages which the former does not share. In adhering to this opinion the Committee merely re-echoes what was said so well by those who framed the Despatch of 1854. But whether this opinion be correct or not, the Committee can scarcely be wrong in asking that if the advantages of a centralized and bureaucratic administration have come to be so highly valued that Government schools are henceforward to be multiplied, with the inevitable result of discouraging and at last eliminating local effort, at least this entire change of policy may be made only by the highest authority, and only after full deliberation, and that when made it should be openly avowed.

APPENDIX A.

MEMORIAL ON THE RESULT GRANT RULES.

To

His Grace the Governor in Council,

Fort Saint George.

The Memorial of the undersigned Members of the South Indian Conference on Missions assembled at Bangalore—June 1879.

Humbly sheweth,

Your Memorialists, who represent various Missionary Societies, now met together in Bangalore, being largely engaged in the work of Elementary Education throughout this Presidency, desire humbly to approach Your Grace in reference to the present "Result Grant Rules," which, in the opinion of Your Memorialists, by their undue severity are exercising a disastrous influence on Elementary Education—and we pray that the subject may receive the attention of Your Grace in Council with a view to the modification of those rules.

2. Your Memorialists beg to adduce the following proofs in support of their assertion that the Result Grant Rules require modification. The results of the past year show that—

(*a*) Many Managers and Teachers of Schools, especially in the rural districts, who in former years received grants of from Rs. 50 to Rs. 100 for their Schools, have this year received less than Rs. 10.

(*b*) Many Schools of a still more elementary character which have received aid under the result system in former years have this year failed to gain any grant whatever.

(*c*) The bulk of the money voted by the Local Fund and Municipal Boards, in Tinnevelly, Tanjore, Madura, and other Districts for elementary education for the year remains unclaimed, the Schools, which for several years had gained adequate grants, utterly failing to do so this year.

The consequences are, that the School-masters and Mistresses generally are discouraged, and in many cases schools have been closed and the teachers have been compelled to seek their livelihood elsewhere.

Your Memorialists fear that if these rules remain in force many thousands of boys and girls throughout the Presidency will be deprived of elementary education, and elementary schools

will receive a check from which it will take them years to recover.

3. Your Memorialists cannot comprehend why the Result Grant Standards in this country, where education is but partially diffused and the successful establishment of schools is attended with many difficulties unknown in more civilised countries, should be so much higher than they are in England and Scotland. A glance at the accompanying table A will illustrate this point.

4. The details of the present Result Grant Rules to which Your Memorialists chiefly object are as follows:—

1st Standard—Reading—The children are required to read from a book they have never seen before.

Poetry—There are no simple poetical books in Canarese or Telugu.

Arithmetic—They are required to do questions in compound rules, which demand a knowledge of division.

2nd Standard—Reading—The children are required to read from a book they have never seen before.

Arithmetic—Omit the compound rule.

3rd Standard—Omit *English* weights and measures.

Grammar—The parts of speech only should be required.

English—The reading should be limited to the book studied.

4th Standard--Arithmetic—Omit vulgar fractions.

English Grammar—The parts of speech only should be required.

Your Memorialists humbly request that the objectionable details alluded to above be omitted. A table of standards suggested by the Conference is attached to this memorial (see table B.)

5. Your Memorialists also feel that it would be decidedly advantageous to elementary education if a Primary Standard could be attached, lower than the first standard, and carrying with it a small grant as they find it is impossible in the majority of cases to prepare little children for the first standard in one year. Such a standard would correspond to that provided for the Infant Department in England and Scotland. A fifth standard, a little more difficult than the fourth, might also in their opinion be added with advantage. Suggestions for the course of lessons of the proposed additional standards are appended to table B. With regard to the amount of the grants given, Your Memorialists would suggest that if possible the old scale of payments be reverted to as the remuneration offered under the existing scale is in their opinion insufficient to induce competent teachers to undertake the work.

6. We pray Your Grace to take the foregoing into your gracious consideration and Your Memorialists will ever pray.

(Signed) E. Sargent, Bishop,

and sixty-two others.

APPENDIX B.

GRANT-IN-AID CODE.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

16th February 1880, *No.* 36.

Read the following paper :—

No. 8. *From Colonel R. M. MACDONALD, Director of Public Instruction, to the Chief Secretary to Government, dated Madras,* 2*nd February* 1880, *No.* 442-*P.*

I have the honor, with reference to G.O., No. 18, of the 24th ultimo, to submit for approval a draft Notification and Code of Grant-in-aid Rules, in which I have made the alterations ordered. Rules 28 and 45 have been framed to give effect to paragraph 7 of the above order.

2. When these rules were first drafted there were no such examinations as the Upper Primary and Lower Primary Examinations. The Primary Examination in Schedule C is in some respects an examination of the same kind as the new Upper Primary Examination, and I think it will be desirable to designate it the Special Upper Primary Examination. The former is a brief *vivâ voce* examination of children, conducted by the Head Masters and Head Mistresses, the latter is a departmental examination on paper, from which boys and girls will not be excluded, but which will be undergone by men and women, and which will of course be a more difficult test.

3. In that portion of the code which relates to the results system, I have made the alterations ordered in G.O., No. 354, of the 16th September 1879. In my letter, No. 4118, of the 8th October 1879, I inquired what system of financial check

Government wished to be instituted with a view to giving effect to this order, but as no instructions have been yet issued, I have in the draft rules now submitted reverted to the principle on which the revised results rules were originally based, of leaving the control of all expenditure falling on Local or Municipal Funds in the hands of the Presidents, and of all expenditure falling on Provincial Funds in the hands of the Director of Public Instruction.

4. The question as to the payment of fourth standard results grants in poor schools in the Madras Municipality is now before Government in connection with my letter, No. 241, of the 20th January 1880. In the draft rules now submitted I have assumed that Government will agree to pay these grants.

5. As results grants are not given under the rules now in force to schools which have classes working beyond the fourth standard, these schools can have no claim to grants under the higher standards during the official year 1880-81, but it seems as well that this should be distinctly announced, which is accordingly done in the draft notification. The applications of the Managers for examinations in 1881-82 under the higher standards will of course be investigated, when they are received. The matter is one which will require careful consideration with reference to financial, as well as other considerations. I see, however, no objection to Middle Schools on the salary-grant system being allowed to present pupils under the higher standards in 1880-81, provided that they agree to give up their salary-grants. Provision is therefore made accordingly in the draft notification, subject to certain restrictions. It is of course quite uncertain whether many, or even any Managers, will care to avail themselves of this privilege.

6. For the reasons stated in my letter, No. 5095, of the 16th December 1879, no rules on the combined system are entered in this code.

7. I trust that Government will see fit to pass early orders on this subject, as there is very little time to make the provisions of the new rules known before the 31st March 1880.

ENCLOSURE No. 1.

NOTIFICATION.

Fort St. George,—February 1880.

The following Educational Grant-in-aid Code will come into force from the 1st April 1880 in supersession of all existing

rules, subject to the relaxations and restrictions hereinafter mentioned.

2. Masters, who are receiving half salary-grants under the rules hitherto in force, will be eligible for one-third salary-grants until the 31st March 1882, and Masters, who are receiving one-third salary-grants, will be eligible for one-fourth salary-grants until the same date.

3. Schools, which have been hitherto on the result system, will not be eligible for examination under the fifth and sixth and seventh standards during the official year 1880-81, but such schools will be at liberty to commence preparing pupils for examination under these standards with a view to obtaining grants in 1881-82.

4. Middle Schools, which have been hitherto on the salary-grant system, may apply for permission to relinquish their salary-grants from the 1st April 1880, and to be placed on the results system from that date. Such schools may be allowed to present pupils under all the standards in 1880-81 provided that no objection is raised by the President of the Local Fund Circle or Municipality in which the schools are situated, or by the Director of Public Instruction, to the payment of such charges for results grants, as may in consequence devolve on Local, Municipal, and Provincial Funds, respectively.

(By order of His Grace the Governor in Council.)

(Signed) R. DAVIDSON,
Chief Secretary.

EDUCATIONAL GRANT-IN-AID CODE.

I. Introduction.

1. Grants-in-aid of schools and other educational institutions will be made with the special object of extending and improving the secular education of the people, and will be given impartially to all schools which impart a sound secular education, subject to the conditions hereinafter specified, and with due consideration of the requirements of each locality and of the funds at the disposal of Government.

2. Grants are given under two alternative systems, *viz.* :—

(1) The Salary-grant System.

(2) The Results-grant System.

Grants are also given for—

(3) The payment of Normal Scholarships.

(4) The erection, purchase, enlargement and rent of school-buildings.

(5) The purchase of school-furniture, maps, books for school libraries, special apparatus, diagrams, examples and tools.

II. The Salary-grant System.

(a) *Conditions of Aid.*

3. It will be essential to the consideration of any application for aid under the Salary-grant System that the school on behalf of which it is preferred shall be under the management of one or more persons, who in the capacity of Proprietors, Trustees, or Members of a Committee elected by the Society or Association by which the school may have been established, will be prepared to undertake the general superintendence of the school, and to be answerable for its permanence for some given time.

4. Every application for a grant must be accompanied by a declaration that the applicant or applicants are prepared to subject the institution on behalf of which the application is made, together with its current accounts, list of establishment, time-table, scheme of studies, and register of attendance, to the inspection of a Government Inspector, such inspection and examination relating only to the general management and to the secular instruction, and having no reference to any religious instruction which may be imparted.

5. Except in the case of Normal Schools for training teachers and of Female Schools, such monthly schooling fees must be levied as may from time to time be prescribed by Government.

6. No salary-grant shall be given until a fairly suitable building has been provided.

7. No salary-grant shall be given or continued to any school which cannot show an average attendance for three months of at least twenty pupils.

8. Generally a teacher will not be eligible for a grant unless he or she spends at least four hours per diem in secular teaching, but in the case of Pundits teaching oriental languages alone, and Mistresses teaching needle-work alone, two hours per diem will suffice, and in the case of Teachers instructing college classes three hours will be accepted.

(b) *Issue, Transfer, Withdrawal, and Payment of Grants.*

9. Applications for a grant-in-aid of Masters and Mistresses must be sent to the Director of Public Instruction through the Inspector of the Division.

10. Except in cases in which a reference to Government is required, all grants from Provincial Funds will be sanctioned by the Director of Public Instruction.

11. Grants not exceeding Rs. 10 per mensem may be transferred, reduced, or withdrawn by an Inspector of Schools. The transfer, reduction, or withdrawal of grants exceeding the foregoing limit will be made by a Director on the recommendation of an Inspector.

12. A teacher absent on leave for a period not exceeding six months may, with the sanction of the Inspector of the Division when the monthly salary-grant does not exceed Rs. 10, or with the sanction of the Director of Public Instruction if it exceeds that amount, receive half his or her grant during such absence, and the other half may be assigned to any fairly-qualified substitute, provided that the managers for the school contribute the proportion required of them under these rules towards the salaries of the absent and officiating teachers.

13. In cases in which the managers of a school may desire to draw a grant for an absent teacher for a period exceeding six months, the sanction of Government shall be obtained.

14. All grants in aid of the salaries of Masters and Mistresses will be paid monthly. It will be essential to the payment of such grants that the proportion which the managers are required to contribute for the purpose for which the grants may have been sanctioned shall be duly paid. All grant bills shall therefore contain a declaration that the teachers have received the portion of their salaries payable by the managers.

(c) *Nature of Certificate and Amount of Grants.*

15. Subject to the conditions prescribed in these rules, a grant not exceeding one-half of the total salary within the prescribed limits will be given to Schoolmistresses holding normal or ordinary certificates and also to Masters in certain cases hereinafter mentioned.

16. A grant not exceeding one-third of the total salary within the prescribed limits will be given to Masters holding normal certificates and to uncertificated Mistresses who have passed the Higher, Middle School, or Special Upper Primary Examination.

17. A grant not exceeding one-fourth of the total salary within the prescribed limits will be given to Masters holding ordinary certificates.

18. A grant not exceeding one-fifth of the total salary within the prescribed limits will be given to uncertificated Masters who have passed one of the Madras University Examinations or the Middle School or Special Upper Primary Examinations, or any examinations which shall be declared equivalent to such examinations.

19. Normal certificates will be given only to persons who have gone through a full course of training in a Normal School for a period of twelve months, and who have passed the following tests :—

(1) The general education test of the grade for which the teacher is a candidate.

(2) The test in the theory of school management prescribed for the grade.

(3) Teaching a class in the presence of an Inspector.

(4) Reading aloud a passage selected by the Examiner in the language or languages brought up by the candidate.

20. Ordinary certificates will be given to persons who—

(1) have passed the general education test and the test in school management prescribed for the grade for which they are candidates;

(2) have been actually employed as teachers for at last two years in schools under Government inspection; and

(3) have obtained a favorable report from an Inspector or Deputy Inspector on their reading and ability to teach a class, and on the mode in which they have done their work generally.

21. The departmental examinations for these tests will he held at Madras and at other places appointed by the Director of Public Instruction once a year commencing on the 8th day of December unless that day falls on a Sunday, when the examination will commence on the Monday following.

22. The examination of European and East Indian teachers in a vernacular will not be essential when they are employed in schools intended mainly for European and East Indian children. Similarly in the case of Hindu or Mussulman teachers engaged in Hindu or Mussulman Schools examination in English will not be essential. In the case of teachers passing in but one language the maximum grant will be only 75 per cent. of the sum specified, except in the lowest grade, in which only one language is prescribed.

23. The certificates awarded to Schoolmasters will be of five grades. The general education tests for these grades are shown below :

First Grade.—The B.A. Examination of the Madras, Calcutta, or Bombay University.

Second Grade.—The F.A. Examination of the Madras, Calcutta, or Bombay University.

Third Grade.—The Matriculation Examination of the Madras, Calcutta, or Bombay University.

Fourth Grade.—The Middle School Examination, First Class.

Fifth Grade.—The Special Upper Primary Examination laid down in Schedule C.

24. The tests in the theory of school management for normal and ordinary certificates of the above grades are laid down in Schedule D.

25. Graduates of Universities in Europe, America and Australia, and holders of certificates granted by the Committee of Council on Education in Great Britain, or by the Commissioners of National Education in Ireland, will be placed in such grades as in the judgment of the Director of Public Instruction their attainments and other qualifications may render appropriate, and will be entitled to the same grants as the holders of normal certificates.

26. Salary grants will be ordinarily given according to the following maximum scale :—

Grades.	Maximum Salary Contemplated.	Grants to Holders of Normal Certificates.	Grants to Holders of Ordinary Certificates.			Grants to Masters who have passed the General Education Test.
	Rs.	*Rs.*	*Rs.*	*a.*	*p.*	*Rs.*
I ...	240	80	60	0	0	48
II ...	120	40	30	0	0	24
III ...	60	20	15	0	0	12
IV ...	30	10	7	8	0	6
V ...	15	5	3	12	0	3

27. In cases in which the managers of a college or school may be desirous of giving to a teacher of the first grade a higher salary than the maximum contemplated in the above scale, a proportionate grant may be assigned to him with the sanction of Government.

28. The nature of the work which a teacher is to do must be specified, when a grant is applied for, and if it is proposed to permanently alter the character of that work, due previous intimation of the same must be given to the Inspector of the Division. Usually grants will not be given or continued, if a teacher is employed on work beyond his capacity. If, on the other hand, a teacher is employed on work below his capacity, he must expect to be paid according to his work and not according to his qualifications. The following table shows the scale of

salaries contemplated as suitable for the staff of a High School for boys complete in all its departments and the qualifications expected for these salaries :—

Class.	Qualifications Expected.	Salaries Contemplated.	
		From	To
High School.		RS.	RS.
6th or Matriculation ...	B.A.	150	240
5th or Preparatory Matriculation	B.A. or F.A.	80	120
Middle School.			
Upper Fourth	B.A. or F.A.	60	80
Lower Fourth	B.A., F.A., or Matriculate..	40	60
Third	F.A. or Matriculate ...	30	40
Upper Primary.			
Second	Matriculate or 4th Grade...	20	30
Lower Primary.			
First	Matriculate or 4th Grade...	15	20
Preparatory B (Vernacular)	4th or 5th Grade	10	15
Do. A (do.)	5th Grade	7	10
Writing Master	Matriculate or 4th Grade...	15	30
Pundit	Matriculate, 4th or 5th Grade	15	30

29. With the sanction of Government, Masters employed in—

(*a*) Poor schools, especially schools for the poor Europeans and East Indians,

(*b*) Mahomedan Schools,

may, if they have passed the general education test, receive half salary-grants; or if they have not passed this test, but are approved by the Inspector, one-third salary grant.

30. In other peculiar cases, when a qualified Master cannot be procured, a salary-grant of one-third may, with the sanction of Government, be assigned to a Master approved by the Inspector.

31. A Pundit who has passed the general education test for the fifth grade may receive the salary-grant of a Master of the fourth grade, if he is employed in teaching students of the First Arts Class, and the salary-grant of a Master of the third grade, if he is employed in teaching students preparing for the B.A. degree.

32. A Master of Arts of the Madras University who has passed in the third or fourth branch (Physical Science or

Biology) may receive a half salary-grant of Rs. 50 in addition to such other salary-grant as he may be entitled to on condition of his teaching one or more of the subjects prescribed for these branches for not less than two hours in the college or school in which he is employed.

33. A Bachelor of Arts of the Madras University who has passed in Physical Science as his optional subject may receive a half salary-grant of Rs. 25 on similar conditions.

34. A half salary-grant of Rs. 10 may be assigned on similar conditions to any teacher of Physical Science who—

(*a*) has passed the Preliminary Scientific Examination prescribed for the M.B. and C.M. Examination of the Madras University;

(*b*) has attended a course of lectures on Chemistry or Botany in the Madras Medical College and has received a certificate stating that he is qualified to teach the elements of the subject;

(*c*) has attended a course of lectures on one of the subjects prescribed for the Physical Science branch of the B.A. degree in any affiliated College provided with the requisite means of teaching the subject, and has received a certificate stating that he is qualified to teach the elements of the subject.

35. A Master who has undergone a full course of training in the School of Agriculture and has received a certificate of qualification as an agriculturist may receive a half salary-grant of Rs. 25 on similar conditions.

36. A Master who has attended a course of lectures in the School of Agriculture, has undergone a partial training in practical agriculture, and has received a certificate stating that he is qualified to teach the elements of the subject may receive an additional half salary-grant of Rs. 10 on similar conditions.

37. A Master who has gone through the full course of the Madras School of Industrial Arts and has received an Art Master's certificate may receive a half salary-grant of Rs. 25 on similar conditions.

38. A Master who has gone through a regular course of instruction in the Madras School of Industrial Arts and has received a certificate of the third stage, second degree, may receive an additional half salary-grant of Rs. 10 on similar conditions.

39. The extra grants laid down in paragraphs 32, 33, 34, 35, 36, 37, and 38 may also, with the sanction of Government, be assigned on similar conditions to any qualified teacher of Physical Science, Agriculture, or Drawing, who can produce a diploma or certificate, equivalent in value to those above specified.

40. The certificates awarded to Schoolmistresses will be of

three grades. The general education tests for these grades are as shown below :—

First Grade.—The Matriculation Examination of the Madras, Calcutta, or Bombay University, or the Higher Examination laid down in Schedule A.

Second Grade.—The Middle School Examination, 1st Class, with the test in needle-work laid down in Schedule B.

Third Grade.—The Special Upper Primary Examination laid down in Schedule C.

41. The tests in the theory of school management for normal ordinary certificates of the above grades are laid down in Schedule D.

42. Schoolmistresses holding certificates from the Committee of Council on Education in Great Britain or the Commissioners of National Education in Ireland will be placed in the first grade.

43. Salary-grants will be ordinarily given according to the following maximum scale :—

Grades.	Maximum Salary Contemplated.	Grants to Holders of Normal and Ordinary Certificates.	Grants to Mistresses who have passed the General Education Test.
	RS.	RS.	RS.
I	120	60	40
II	60	30	20
III	30	15	10

44. In cases in which the manager of a school may be desirous of giving to a teacher of the first grade a higher salary than the maximum contemplated by the above scale, a proportionate grant may be assigned to her with the sanction of Government.

45. The rule laid down in paragraph 28 applies also, *mutatis mutandis*, to applications for grants for Schoolmistresses. The following table shows the scale of salaries contemplated as suitable for the staff of a High School for girls complete in all its departments and the qualifications expected for these salaries :—

Class.	Qualifications Expected.	Salaries Contemplated.	
		From	To
High School.		*Rs.*	*Rs.*
6th or Matriculation ...	Certificate of Great Britain or Ireland, Matriculate, or First Grade.	100	120
5th or Preparatory Matriculation.	Do. do. ...	80	100

Class.	Qualifications Expected.	Salaries Contemplated. From	To
Middle School.		Rs.	Rs.
Upper Fourth	Certificate of Great Britain or Ireland, Matriculate, or First Grade.	60	80
Lower Fourth	1st or 2nd Grade ...	40	60
Third	Do.	30	40
Upper Primary.			
Second	2nd or 3rd Grade	20	30
Lower Primary.			
First	Do.	15	20
Preparatory B	3rd Grade	10	15
Preparatory A	Do.	7	10
Writing Mistress	2nd or 3rd Grade	15	30
Pundit (if a man)	4th or 5th Grade	15	30
Sewing Mistress	2nd or 3rd Grade	15	30

46. In peculiar cases, when a qualified Mistress cannot be procured, a salary-grant of one-third may, with the sanction of Government, be assigned to a Mistress approved by the Inspector.

47. The additional salary-grants laid down for male teachers of Physical Science and Drawing will be also given to female teachers on similar conditions.

48. Applications for grants-in-aid of the salaries of instructors in Industrial Schools and Gymnasia will be disposed of by Government, each case being determined as far as possible by the analogy of the rules relating to salary grants.

III. The Results-grant System.

(a) *Selection of Schools.*

49. Every Manager, who desires to have his school examined for a grant under the results system shall forward, before the 31st December, an application, in the subjoined Form E, to the President of the Local Fund Board or Municipality in which the school is situated. In Madras the Managers of schools other than poor schools shall forward their applications to the Director of Public Instruction before the above-mentioned date, and managers of poor schools only shall forward their applications to the President of the Madras Municipality before the 30th Sept.

50. Every such application shall be referred to the Deputy Inspector, who shall, as soon as possible after the 1st January, embody the substance of all the applications referred to him in a tabular statement, and shall submit the same to the Inspector

of the Division with a covering letter, in which he shall briefly state any facts, which he may consider it desirable to communicate regarding the respective claims to aid of the several schools applying for grants, and shall also name the date on which he proposes to examine each school. In the Madras Municipality the Deputy Inspector shall submit the tabular statement and letter relating to poor schools as soon as possible after the 1st October.

51. A copy of this letter and list shall be furnished by the Inspector of the Division with his own opinion to the Local Fund Board or Municipality, who shall determine what schools shall be eligible for results grants payable from Local or Municipal Funds during the ensuing official year. A list of such schools and of the dates fixed for their examination shall be published in the *District Gazette* before the 31st March, and no other schools shall be examined for results grants payable from Local or Municipal Funds without special orders from the President. In the Madras Municipality the list of poor schools and of the date fixed for their examination shall be published in the *Fort St. George Gazette* before the 31st December.

52. Such portions of the list and reports as relate to schools applying for results grants payable from Provincial Funds shall be forwarded by the President of the Local Fund Board or Municipality with his own opinion to the Director of Public Instruction, who shall decide what schools shall be eligible for results grants payable from Provincial Funds during the ensuing official year, and under what standards such schools shall be examined. The names of such schools, the dates fixed for their examination and the standards under which they are to be examined, shall be published by the President of the Local Fund Board or Municipality in the *District Gazette*, and no other schools shall be examined for results grants payable from Provincial Funds without special orders from the Director of Public Instruction.

53. In the selection of schools to be aided, the amount of funds available and the educational wants of the special neighbourhood and of the Circle or Municipality itself will be taken into consideration.

54. An appeal shall lie to Government from any order passed by the President of a Local Fund Board or Municipality, or by the Director of Public Instruction refusing to declare a school eligible for results grants. The omission from the published list of any school for which an application (E) has been submitted, within the prescribed time, shall be deemed equivalent to an order of refusal.

(b) Conditions of Aid.

55. No school shall be deemed eligible for a results grant if it contains classes working beyond the seventh standard.

56. A school receiving aid under the salary-grant system cannot claim assistance in the same official year under the payment for results system, and similarly a result school cannot be aided under the salary-grant system.

57. A school cannot receive aid under the salary-grant system for one portion of the school and under the result-grant system for another.

58. Amongst schools otherwise equally eligible a preference will be given to those in which school fees are levied and trustworthy returns of such fees are submitted.

59. All schools receiving aid under the system of payment for results shall furnish such returns and statements as may from time to time be prescribed.

60. Regular registers of admissions, attendance, and fee collections shall be kept and shall be submitted for inspection when demanded.

61. The attendance registers must be marked every time that the school meets.

62. The village or house-name of the pupils must be written in full in all the registers and when there are two pupils of the same name, the father's name must be added. No entries are to be made in pencil, to be inked over afterwards. There must be no blanks or erasures. If any error has been made it must be corrected by a foot-note. And in every case the register produced must be the original register, and not a fair copy.

63. Every register must have the pages numbered before any entries are made in it.

(c) Examination.

64. A school shall be examined for a results grant once a year.

65. Local Fund Boards and Municipal Boards are invited to depute one or more members to be present at such examination. In villages the head of the village and other local village officials are invited in like manner to attend and should be present at such examination.

66. The subjects of examination under the several standards are specified in Schedule F. English-speaking children may bring the English language as their vernacular and one of the vernaculars of this Presidency as an extra language. Mussulman children are permitted to bring up Hindustani as their vernacular with a Hindu language or Persian or English as their extra language, or a Hindu language as their vernacular with Hindustani, Persian or English as their extra language.

67. In the third and fourth standards, the choice is given of certain alternative subjects. In the third standard History may be submitted for English or the extra language. In the fourth standard any two of the three following subjects, *viz.*, History, Hygiene and Agriculture may be submitted for English or the

extra language in boys' schools. In girls' schools only History and Hygiene may be so submitted.

68. To be eligible for examination a pupil must have attended the school for at least ninety days during the six working months preceding the examination. Attendance for not less than three hours will suffice to allow a day to count.

69. Only such pupils as have been actually studying within the standards throughout the six working months preceding the inspection shall be eligible for examination.

70. A pupil presented under the first or second standard will not receive any grant unless he or she passes in at least two of heads 1, 2, or 3 of the standard. A pupil presented under the third or fourth standard will not receive any grant unless he or she passes in at least three heads, two of which must be 1, 2, or 3. Under the fifth and sixth standards, in each of which there are four heads, a grant may be given even if a pupil passes only in one head.

71. A pupil is not to be presented for examination under the first, second, third, or fourth standard if he has already received a grant for that standard. Under the fifth and sixth standards he may be presented again as often as may be necessary, provided he remains in the same class, but no second grant will be given for the head or heads under which he has already passed.

72. To pass in any head of the first, second, third, fourth, fifth or sixth standard a pupil must secure one-half the marks assigned to that head. Forty per cent. may, however, be accepted if the deficiency under one head is compensated by an equivalent proficiency under another.

73. When it is evident that some of the results attained at examination are due to some other school in the town or village, no grant shall be passed for those results, and the ground on which it is proposed to withhold it shall be reported for approval to the President of the Local Fund Board or Municipality, if the grant is one payable from Local or Municipal Funds, or to the Inspector of the Division, if the grant is one payable from Provincial Funds.

74. Any falsification of the registers, any misrepresentation regarding the fees and attendance, any deception in the presentation of pupils, and any other fraud or irregularity, shall be similarly reported after the completion of the examination, and the countersigning Officer will have the power to withhold the grant in such cases and to take any ulterior measures which the occasion may appear to him to demand.

75. As soon as possible after the conclusion of the examination the Inspecting Officer shall furnish the Manager with a statement giving the names of the pupils passed, the standards under which they were examined, and the marks which they obtained under each head.

(d) Results Grants.

76. The maximum scale of grants claimable under these Rules in Primary and Middle Schools is shown below. Rates less than maximum rates may be given to any school when a smaller proportion of aid is evidently sufficient:—

A. Primary Schools.

Standards.	Vernacular.						Alternative Subjects. English or Extra Language.			Alternative Subjects. Vernacular.			Total.	Extra Subject for Girls.
	1	2	3	4	5	6	7	8	9	10	11	12		13
	Reading.	Writing.	Arithmetic.	Poetry.	Grammar.	Geography.	Reading.	Writing.	Grammar.	History.	Hygiene.	Agriculture.		Needle-work.
	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.	RS. A.
I.	1 0	0 8	1 0	...	...	...	...	...	...	...	...	...	2 8	1 0
II.	1 0	1 0	1 8	0 8	...	...	...	...	...	...	...	...	4 0	1 8
III.	1 4	1 0	2 0	0 12	1 0	0 8	2 0	1 0	...	3 0	...	...	9 8	2 0
IV.	2 0	1 0	3 0	1 0	1 8	1 8	3 0	1 8	1 8	3 0	3 0	3 0	16 0	3 0 (Lr test.)
														4 0 (Hr test.)

B. Middle Schools.

Standards.	I. Vernacular.	II. English.	III. Mathematics.	IV. Geography and History.	Total.	Remarks.
	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	
V	4 0 0	6 8 0	3 8 0	4 0 0	18 0 0	
VI	4 0 0	7 0 0	5 0 0	4 0 0	20 0 0	
VII	...	...	...	...	25 0 0	The Middle School Examination.

77. The grants for girls under heads 1 to 11 in Primary Schools and in heads 1 to 4 in Middle Schools will be 75 per cent. higher than those named in the scale.

78. All prospective reductions in the scale of grants, whether general or affecting particular schools, shall be notified in the *District Gazette* when the list of schools to be aided is published.

79. The Inspecting Officers shall, as soon as possible after the examination of a school, furnish the Manager with a certifying memorandum in duplicate, or, if necessary, with two certifying memoranda in duplicate, showing the number of pupils examined and passed under each standard, and the grant claimable in consequence either at maximum rates or at the reduced rates noted in the *District Gazette*.

80. If the grant is payable from Local or Municipal Funds, the certifying memorandum shall be submitted to the President of the Local Fund Board or Municipality, on whose countersignature the grant therein specified shall be paid by the Treasury Officer of the Circle or the proper Municipal Officer.

81. If the grant is payable from Provincial Funds, the certifying memorandum shall be submitted to the Inspector of the Division, on whose countersignature the grant therein specified shall be paid by the Treasury Officer.

82. The duplicate copy of every certifying memorandum shall be forwarded, with an endorsement showing the amount paid thereon, to the Inspector of the Division for transmission to the Director of Public Instruction.

83. All results grants earned by boys under the first, second, and third standards shall be payable from Local and Municipal Funds. All other results grants shall be payable from Provincial Funds. In the Madras Municipality all results grants earned by boys or girls in poor schools under the first, second, and third standards shall be payable from Municipal Funds, and all grants earned by such boys or girls under the fourth standard shall be payable from Provincial Funds. All results grants earned in the Madras Municipality in schools which are not poor schools shall be payable from Provincial Funds.

84. If, owing to any miscalculation, the fund available for the payment of results grants run short of the amount required, all unpaid claims due for the past year shall be discharged before any sums are paid for grants earned during the current year.

IV. Normal Scholarships.

85. Half grants will be given according to the following maximum scale on account of scholarships to normal students in well-organized Normal Schools :—

Grade for which preparing.	Male Students.		Female Students.	
	Maximum Stipend Contemplated.	Grants.	Maximum Stipend Contemplated.	Grants.
	RS. A. P.	RS. A. P.	RS.	RS. A. P.
I	15 0 0	7 8 0	12	6 0 0
II	12 8 0	6 4 0	9	4 8 0
III	10 0 0	5 0 0	6	3 0 0
IV	7 0 0	3 8 0	...	...
V	5 0 0	2 8 0	...	...

86. In the case of students who are being taught as well as being trained, a grant for a scholarship will be tenable in each grade for two years. In the case of students who have passed the general education test of the grade, and are only being trained, a grant for a scholarship will be tenable for one year.

V. School Buildings.

87. Grants will be made towards the erection, purchase, or enlargement of a school-building on the following conditions :—

1*st.*—That in each case the managers of the school shall contribute double the amount of the grant.

2*nd.*—That satisfactory evidence shall be adduced of the necessity for the erection, purchase, or enlargement, in aid of which the grant is sought.

3*rd.*—That the amount applied for shall not exceed what may be considered reasonable, taking into account the budget provision for the year, the importance of the school, and any previous grants which may have been issued to the managers of the institution.

4*th.*—That the application, which should be submitted before the commencement of the undertaking, shall be

accompanied by a plan and estimate of the cost of the building proposed to be erected, purchased, or enlarged. The plan and estimate will be retained in the Director's Office.

5th.—That previous to the disbursement of the grant it shall be certified by the District Engineer, or other responsible officer who may have been deputed to examine the building, that the work has been proceeded with as provided for in the plan and estimate previously sanctioned. Also that before disbursement the managers of the school shall declare that they have funds on hand sufficient, when supplemented by the grant, to clear off all the debts incurred in the execution of the work.

6th.—That in the event of any building, towards the erection, purchase, or enlargement of which a grant may have been made by Government, being diverted prior to the lapse of twenty years from the date of the issue of the grant to other than educational purposes, the managers at the time of the diversion shall refund to Government such portion of the grant allowed them as shall be determined by arbitrators, who in making their award, shall take into consideration the length of time the building has been used as a school-house, and its consequent deterioration; but in the event of such managers failing to make such refund, then they shall sell the building to Government at a valuation to be determined by arbitrators, who, in making their award, shall deduct from the price such portion of the grant as may seem equitable, regard being had to the length of time the building has been used as a school-house, and its consequent deterioration.

7th.—That the arbitrators referred to in the last preceding rule shall be three in number, one of whom shall be nominated by Government, another by the managers of the school, and the third by the two arbitrators so appointed; and in case of the arbitrators differing in opinion, the award of the majority shall be binding and conclusive on all parties.

88. Building grants on account of schools are not intended to provide house accommodation for teachers or pupils.

89. Grants are not given to pay off debts for building, nor in consideration of former expenditure for building, nor for the maintenance of buildings.

90. When a school is held in a building not owned by the managers, and for which rent is paid, a grant may be given not exceeding one-third of such rent.

91. Building grants not exceeding Rs. 1,000 may be sanctioned by the Director of Public Instruction.

VI. School Furniture, Maps, School Libraries, Apparatus, Diagrams, Examples, and Tools.

92. No grants will be given for the payment of school-servants, contingent charges and prizes, but grants will be issued once to any college or school for the purchase of school furniture, special apparatus, diagrams, and examples, required for the instruction of pupils in Science or Art.

93. Grants for special apparatus will be confined to articles of a non-destructible nature. Hence no aid will be afforded in the purchase of breakable articles, such as glass retorts, test tubes, &c., nor indeed generally in the purchase of articles to be used by the student, as distinguished from those of a permanent and illustrative character, which are required by the teacher, in giving instruction in Science or Art.

94. Grants may be given once in five years on account of maps, and at such intervals as the Director of Public Instruction may consider expedient on account of school libraries.

95. All applications for these grants must be accompanied by a priced list of the furniture, apparatus, maps, books, diagrams, and examples which it is proposed to purchase. In the event of the grant being sanctioned, half the cost of the articles will be paid on the Director of Public Instruction being satisfied that they have been provided. No grants will be allowed for any school benches made without backs.

96. In the event of the college or school being closed within five years from the date on which the grant may have been made the Government shall be at liberty to purchase the furniture, maps, books, apparatus, diagrams, and examples, towards the supply of which the grant was given, at a valuation to be determined, as in the case of school-buildings, by arbitrators, credit being taken in each case for depreciation due to wear and tear.

97. Grants may be given on similar conditions for the purchase of tools in Industrial Schools and in other schools which have an Industrial Department, with the exception that the restriction in Rule 93 will not apply to these grants.

98. Grants may be given on similar conditions for the purchase of gymnastic apparatus.

99. Grants for school furniture, maps, books, apparatus, diagrams, examples, tools, and gymnastic apparatus not exceeding Rs. 200 may be sanctioned by the Director of Public Instruction.

A.

THE HIGHER EXAMINATION (FOR WOMEN).

I.—Compulsory Subjects.

A.—English.

(*a.*) Dictation—A passage from a book equal in difficulty to the Matriculation prose text-book.

(*b.*) Questions on the prose and poetry appointed for the ensuing Matriculation Examination.

(*c.*) Questions on the language generally.

(*d.*) Translating into the vernacular one or more passages from a book not previously studied, equal in difficulty to Lethbridge's Easy Selections.

Or if the candidate knows no vernacular: paraphrasing one or more passages of poetry not previously studied, equal in difficulty to Gay's Fables.

(*e.*) Translating into English one or more passages from the vernacular.

Or if the candidate knows no vernacular: composition, such as a description of a place, an account of some useful, natural or artificial product, or the like.

B.—Vernacular Language.

(*a.*) Dictation—A passage from a book equal in difficulty to the Matriculation prose text-book.

(*b.*) Questions on the prose and poetry appointed for the Matriculation Examination.

(*c.*) Questions on the grammar, structure, and idiom of the language.

(*d.*) Original composition of the Matriculation standard.

C.—Arithmetic.

The first four simple and compound rules, reduction, vulgar and decimal fractions, simple and compound proportion, practice, extraction of the square root, interest.

D.—Geography and Indian History.

(*a.*) General Geography, and the Geography of India in particular.

(*b.*) The History of India from 1817 to 1858.

Optional Subjects.

E.—Mathematics.

Euclid—The first two books with easy deductions.

Algebra—Addition, subtraction, multiplication, division, in-

volution and evolution of algebraical quantities, and simple equations with easy deductions.

F.—Physics.

Balfour Stewart's Physics (Macmillan's Science Primers), first 67 paragraphs, or any similar book.

G.—Chemistry.

Roscoe's Chemistry (Macmillan's Science Primers), or any similar book.

H.—Botany.

Hooker's Botany (Macmillan's Science Primers), with the exception of Sections XIX and XXV, or any similar book.

I.—Geology.

Geikie's Geology (Macmillan's Science Primers), or any similar book.

J.—Astronomy.

Locker's Astronomy (Macmillan's Science Primers), or any similar book.

K.—English History.

The leading facts of the History of England to the year 1858.

L.—History of English Literature.

Brooke's English Literature (Macmillan's Literature Primers), or any similar book.

M.—Needle-work.

Cutting out and working on fine cloth a finely-made European shirt, a native man's jacket, or a native woman's jacket and petticoat finely made—Such portion as can be completed within the time available.

(*a.*) To obtain a certificate a candidate must pass in all the compulsory and two of the optional subjects. Candidates coming up for an imperfect certificate under Rule 22 will be required to pass the same examination with the exception of the omission of one language.

(*b.*) Marks will be deducted for bad writing and spelling in every subject.

(*c.*) The answers in the non-language subjects must be in English, except in the case of candidates who do not bring up English.

B.

THE MIDDLE SCHOOL EXAMINATION.

(*a.*) Male and female candidates, who obtain a first class in the Middle School Examination, but pass in one language only, fall under Rule 22. Such candidates can receive only imperfect certificates and the reduced grants attached to such certificates.

(*b.*) Female candidates must pass the following test in needle-work:—

Gathering, back-stitching, working button holes and darning calico, generally such work as is on the sleeve of a somewhat coarse shirt, or a native man's jacket.

C.

THE SPECIAL UPPER PRIMARY EXAMINATION.

I.—Compulsory Subjects.

A.—English-speaking Candidates.

English.

(*a.*) Dictation—A passage from a book equal in difficulty to Chambers' Moral Class-book.

(*b.*) Composition—A letter on some easy subject.

(*c.*) Grammar, as contained in any approved elementary grammar.

(*d.*) Poetry—Explanation of one or more passages from Selections in Poetry No. I, or such book as may from time to time be named by the Director of Public Instruction.

B.—Vernacular-speaking Candidates.

Vernacular.

(*a.*) Dictation—A passage from a book equal in difficulty to the Third Book of Lessons, Public Instruction Press.

(*b.*) Composition—A letter on some easy subject.

(*c.*) Grammar, as contained in the elementary grammars used in first and second classes of a Government School, or any others of equal difficulty.

(*d.*) Text-book—Explanation of one or more passages from the following books:—

Tamil—Poetical Anthology, No. I.
Telugu— Do. do. No. I.

Malayalam—Panchatantram, Part I.
Canarese—First Book of Canarese Poetry.
Uriya—Hitopodesh, Part I.
Hindustani—Urdu Poetical Reader (Majmuah Sakhun), Part I, pages 1—30.
Persian—Gulistan, Book I, expurgated edition, or such books as may from time to time be named by the Director of Public Instruction.

C.—Arithmetic.

Four simple and compound rules, reduction, and vulgar fractions.
(English figures must be used, and the candidate must be acquainted with the principal Indian weights and measures.)

D.—Geography.

(*a.*) The elements of General Geography as given in any approved Geographical Primer.
(*b.*) The Geography of the Madras Presidency as given in the short account of the Madras School Book Society.

II.—Alternative Subjects.

E.—History.

The leading facts of the History of India to the fall of Seringapatam.

F.—Hygiene.

An elementary knowledge of the laws of health as contained in Dr. Dhanakoti Raju's Elements of Hygiene, First Lessons in Health by J. Berners, Personal care of Health by Dr. Parkes, or any similar book.

G.—Agriculture (for male candidates).

The elements of Indian Agriculture as contained in Robertson's Agricultural Class Book or any other approved book.

H.—Needle-work (for female candidates).

Hemming, top-sewing, and felling on fine cloth.

(*a.*) To obtain a certificate a candidate must pass in three compulsory and two optional subjects. Only one language can be brought up for this examination.
(*b.*) Marks will be deducted for bad writing and spelling in every subject.

(*c.*) The answers in the non-language subjects must be in the language brought up by the candidate unless the language is Persian, in which case the answers may be in Hindustani.

D.

SCHOOL MANAGEMENT.

First, Second, and Third Grade Schoolmasters and First Grade Schoolmistresses—

(*a.*) To answer questions on the best methods of teaching English and Vernacular reading, spelling, grammar, composition, translation, writing, arithmetic, geography, and history in a high school.

(*b.*) To answer questions on the art of oral teaching generally.

(*c.*) To answer questions on the form of school registers, the mode of keeping them, and making returns from them.

(*d.*) To write notes of a lesson on a given subject.

(*e.*) To answer questions on the organization of a high school.

(*f.*) To answer questions connected with moral discipline, as affecting the character and conduct of the pupils of a high school.

Fourth Grade Schoolmasters and Second Grade Schoolmistresses—

(*a.*) To answer questions on the best methods of teaching, reading, spelling, grammar, writing, arithmetic, geography, and history in a middle school.

(*b.*) To answer questions on the art of oral teaching generally.

(*c.*) To answer questions on the form of school registers, the mode of keeping them and making returns from them.

(*d.*) To write notes of a lesson on a given subject.

(*e.*) To answer questions on the organization of a middle school.

E.

Form of Application.

1			2	3	4	5	6	7	8	9
Locality.										
Circle or Municipality.	Taluk.	Town or Village.	Description of School	Responsible Manager.	Names of Masters and Nature of Examinations passed by them.	Average number of Pupils during the last three Months.	Average Expenditure during the last three Months.	Rates of Fees levied in each Class and Average Monthly Fee Collections during the last three Months.	Probable Number of Pupils that will be presented for Examination under each head of each Standard, and Languages in which they will be presented.	Remarks.

I, the responsible Manager of the above school, promise to comply with all the provisions of the Grant-in-aid Rules in case of my receiving a grant according to the system of payment for results.

(Date.)

Signature of Manager.

F.

EXAMINATIONS UNDER THE RESULTS SYSTEM.

Standards of Examination.

Maximum of Marks.	Heads.	Tests.
		FIRST (LOWEST) STANDARD.
8	1st Head (Reading).	(*a*) To read correctly a few lines from any approved book, not previously studied, equal in difficulty to the first part of the First Book of Lessons.
8	......	(*b*) To answer very simple questions on the meaning and subject-matter of the first part of the First Book of Lessons, or of an equivalent portion, previously prepared, in any approved book of equal difficulty. Manuscript or cadjan books may be brought up instead of printed books.
16		
4	2nd Head (Writing).	(*a*) To transcribe in large hand on a slate, board, or cadjan a short sentence from the reading book in use.
4	......	(*b*) To write from dictation short words out of the reading book in use.
8		
16	3rd Head (Arithmetic).	Notation and Numeration to four places of figures. Multiplication table to 4 times 16. Simple addition of numbers of four figures in five lines. English figures must be used in this as well as in the higher standards.
		Extra subject for Girls.
16	13th Head (Needle-work).	Hemming on calico or coarse cloth.

Standards of Examination.—Continued.

Maximum of Marks.	Heads.	Tests.
		SECOND STANDARD.
6	1st Head (Reading).	(*a*) To read correctly a few lines from any approved book, not previously studied, equal in difficulty to the second part of the First Book of Lessons.
10	.....	(*b*) To answer simple questions on the meaning and subject-matter of the second part of the First Book of Lessons or of an equivalent portion, previously prepared in any approved book of equal difficulty. Manuscript or cadjan books may be brought up instead of printed books.
16		
6	2nd Head (Writing).	(*a*) To transcribe in round hand on a slate, board, or cadjan a sentence from the reading book in use.
10	......	(*b*) To write from dictation short sentences out of any book, not previously studied, equal in difficulty to the second part of the First Book of Lessons.
16		
24	3rd Head (Arithmetic).	Notation and Numeration to seven places of figures. Multiplication table to 12 times 16. Four simple rules.
3	4th Head (Poetry).	(*a*) To recite a few lines of very easy poetry or moral aphorisms. Fifty lines to be brought up.
5	......	(*b*) To answer simple questions on the meaning and subject-matter of the poetry or moral aphorisms brought up.
8		

Standards of Examination.—Continued.

Maximum of Marks.	Heads.	Tests.
		Extra Subject for Girls.
24	13th Head (Needle-work).	Hemming, top-sewing, and felling on fine cloth.
		THIRD STANDARD.
		Vernacular.
6	1st Head (Reading).	(*a*) To read with ease and correctness a few lines from any approved book, not previously studied, equal in difficulty to the Second Book of Lessons, and also from a plainly written manuscript.
14	......	(*b*) To answer questions on the meaning and subject-matter of the lessons comprised in a portion, previously prepared, of the Second Book of Lessons, or any approved reading book of equal difficulty. Sixty pages to be brought up.
20		
6	2nd Head (Writing).	(*a*) To transcribe in small hand on paper a sentence from the reading book in use.
10	......	(*b*) To write from dictation a passage out of any book, not previously studied, equal in difficulty to the Second Book of Lessons.
16		
32	3rd Head (Arithmetic.)	Easy questions in the compound rules and reduction, restricted to the Indian weight, measure, and money tables published by the Director of Public Instruction. Easy mental Arithmetic restricted to the simple rules.

Standards of Examination.—Continued.

Maximum of Marks.	Heads.	Tests.
4	4th Head (Poetry).	(*a*) To recite a few lines of easy poetry or moral aphorisms. One hundred lines to be brought up, not including any brought up under the first or second standard.
8	......	(*b*) To answer questions on the meaning and subject-matter of the poetry or moral aphorisms brought up.
12		
16	5th Head (Grammar).	To answer questions on etymology, as contained in any approved elementary grammar, with easy applications of the rules to the reading book.
8	6th Head (Geography).	To point out on a map the districts, chief towns, and principal rivers and mountains of the Madras Presidency, and to have such a knowledge of the geography of the district in which the school is situated as may be acquired from "A short account of the Madras Presidency" or any similar book.
		English.
12	7th Head (Reading).	(*a*) To read a few lines from any approved book, not previously studied, equal in difficulty to the First Book of Reading of the Madras School Book Society.
20	......	(*b*) To construe a passage from the First Book of Reading or any approved book of equal length and difficulty previously prepared.
32		

Standards of Examination.—Continued.

Maximum of Marks.	Heads.	Tests.
8	8th Head (Writing).	(*a*) To submit a full copy-book in large hand, each page to be dated.
8	......	(*b*) To write from dictation words from the English Reading Book in use.
16		*Alternative Vernacular Subjects.*
48	10th Head (History).	The leading facts of the History of India to the fall of Seringapatam in 1799, as contained in any approved elementary History, with such a knowledge of General and Indian Geography as may be necessary for an intelligent study of the subject.
		Extra Subject for Girls.
32	13th Head (Needle-work).	Gathering, back-stitching, working button holes and darning on calico, generally such work as is on the sleeve of a somewhat coarse shirt or a native man's jacket.
		FOURTH STANDARD.
		Vernacular.
8	1st Head (Reading).	(*a*) To read with ease and correctness a few lines from any approved book, not previously studied, equal in difficulty to the Third Book of Lessons, and also from any ordinary manuscript.
24	......	(*b*) To answer questions on the meaning and subject-matter of the lessons comprised in a portion previously prepared of the Third Book of Lessons, or any approved reading book of equal difficulty. Fifty pages to be brought up.
32		

Standards of Examination.—Continued.

Maximum of Marks.	Heads.	Tests.
4	2nd Head (Writing).	(*a*) To transcribe in running hand on paper a sentence from the reading book in use.
12	......	(*b*) To write from dictation a passage out of any book, not previously studied, equal in difficulty to the Third Book of Lessons.
16		
48	3rd Head (Arithmetic).	Miscellaneous questions in the compound rules and reduction, easy questions in vulgar fractions, mental arithmetic applied to bazaar transactions. In Vernacular Schools the questions will bear exclusively on the Indian tables published by the Director of Public Instruction, including the native multiplication table of integers and fractions marked A, and the table used in native bazaars marked B.
4	4th Head (Poetry).	(*a*) To recite a few lines from any approved book of poetry or moral aphorisms equal in difficulty to the Poetical Anthology, No. I. Two hundred lines to be brought up not including any brought up under the previous standards.
12	......	(*b*) To answer questions on the meaning and subject-matter of the poetry or moral aphorisms brought up.
16		
24	5th Head (Grammar).	To answer questions in any approved elementary Grammar with parsing and application of the rules to the reading book.

Standards of Examination.—Continued.

Maximum of Marks.	Heads.	Tests.
24	6th Head (Geography).	An elementary knowledge of the Geography of Asia, as contained in Duncan's Introduction to the Geography of the World, Part I, or any approved Geographical Primer.
		English.
12	7th Head (Reading).	(*a*) To read a few lines from any approved book, not previously studied, equal in difficulty to the Second Book of Reading of the Madras School Book Society.
36	......	(*b*) To construe a passage from the Second Book of Reading, or any approved book of equal length and difficulty, previously prepared.
48		
8	8th Head (Writing).	(*a*) To submit a full copy-book in round hand, each page to be signed and dated by the pupil.
16	......	(*b*) To write from dictation sentences from the English Reading Book in use.
24		
12	9th Head (Grammar).	(*a*) Simple questions on etymology with parsing and easy applications of the rules to the reading book.
12	......	(*b*) Oral translation of very easy sentences into English.
24		

Standards of Examination.—Continued.

Maximum of Marks.	Heads.	Tests.
		Alternative Vernacular Subjects.
48	10th Head (History).	The leading facts of the History of India from the fall of Seringapatam in 1799 to the abolition of the East India Company's political power in 1858, as contained in any approved elementary History, with such a knowledge of General and Indian Geography as may be necessary for an intelligent study of the subject.
48	11th Head (Hygiene).	W. E. Dhanakoti Raju's Elements of Hygiene or any approved book containing easy lessons on the preservation of health.
48	12th Head (Agriculture).	Robertson's Agricultural Class-book or any other approved book.
		Extra Subjects for Girls.
		HIGHER TEST.
64	13th Head (Needle-work.)	(*a*) Cutting out and working on fine cloth a finally-made European shirt. Such portion as can be completed within the time available.
		Or
		LOWER TEST.
48	......	(*b*) Cutting out and working on fine cloth a native man's jacket, or a native woman's jacket and petticoat, finely made. Such portion as can be completed within the time available.
		FIFTH STANDARD.
6	1st Head (Vernacular).	(*a*) To read a few lines of poetry, not previously studied, equal in difficulty to the Anthology No. I.

24

Standards of Examination.—Continued.

Maximum of Marks.	Heads.	Tests.
10	1st Head (Vernacular).	(*b*) To answer qustions on the meaning and subject-matter of the lessons comprised in a portion previously prepared of the Brief Sketches of Europe, or any approved reading book of equal difficulty. Sixty pages to be brought up.
12	......	(*c*) To write from dictation a passage out of any prose book, not previously studied, somewhat more difficult than the Third Book of Lessons.
12	......	(*d*) To translate five lines from the portion prepared in the English Reading book in use.
12	......	(*e*) To recite a few lines of poetry equal in difficulty to the Tamil Anthology No. II, or the Telugu Nalacharitram, and to answer questions on the meaning and subject-matter. Three hundred lines to be brought up.
12	......	(*f*) To answer questions on any approved grammar equal in difficulty to pages 1--40 of Mahalingiah's Tamil Grammar, or 1—18 of Venkiah's Telugu Grammar.
64		
12	2nd Head (English).	(*a*) To read a few lines from any approved book, not previously studied, equal in difficulty to the Third Madras Reader.
20	......	(*b*) To explain in the vernacular a passage from the Third Madras Reader, or any similar book, previously prepared. Fifty pages to be brought up.

Standards of Examination.—Continued.

Maximum of Marks.	Heads.	Tests.
8	2nd Head (English).	(*c*) To exhibit a full copy-book in small hand, each page signed and dated by the pupil.
16	......	(*d*) To write from dictation five lines from the portion read of the reading book in use.
24	......	(*e*) To translate into English a fable or a portion of a fable from the Second Book of Lessons, or any similar book.
24	......	(*f*) To answer questions on any approved grammar equal in difficulty to pages 1—40 of Dr. R. Morris' Grammar (Macmillan's Primer Series).
104		
56	3rd Head (Arithmetic).	Simple and Compound Rules, Reduction, Vulgar and Decimal Fractions, Mental Arithmetic applied to bazaar transactions.
32	4th Head (Geography and History).	(*a*) The Geography of Europe as contained in the vernacular version of Duncan's Introduction to the Geography of the World, Part II, or any approved Geographical Primer.
32	......	(*b*) The leading facts of the History of India as contained in any approved Vernacular Text-book, with such a knowledge of General and Indian Geography as may be necessary for an intelligent study of the subject.
64		
		SIXTH STANDARD.
6	1st Head (Vernacular).	(*a*) To read a few lines of poetry, not previously studied, equal in difficulty to the Tamil Anthology No. II, or the Telugu Nalacharitram.

Standards of Examination.—Continued.

Maximum of Marks.	Heads.	Tests.
10	1st Head (Vernacular.)	(*b*) To answer questions on the meaning and subject-matter of the lessons comprised in a portion previously prepared of Brief Sketches of Europe or any approved reading book of equal difficulty. Seventy pages to be brought up, not including any brought up under the fifth standard.
12	......	(*c*) To write from dictation a passage from the poetical Anthology No. 1.
12	......	(*d*) To translate a passage from the portion prepared in the English Reading Book in use.
12	......	(*e*) To recite a few lines of poetry equal in difficulty to the Tamil Anthology No. II, or the Telugu Nalacharitram, and to answer questions on the meaning and subject-matter. Four hundred lines to be brought up.
12	......	(*f*) To answer questions on any approved grammar equal in difficulty to pages 41—70 of Mahalingiah's Tamil Grammar, or pages 19—36 of Venkiah's Telugu Grammar.
64		
12	2nd Head (English).	(*a*) To read a few lines from any book, not previously studied, equal in difficulty to Chambers' Moral Class-book.
24	......	(*b*) To explain in the vernacular a passage from Chambers' Moral Class-book or any similar book previously prepared, and to answer questions in English on the subject-matter. Sixty pages to be brought up.

Standards of Examination.—Continued.

Maximum of Marks.	Heads.	Tests.
12	2nd Head (English).	(*c*) To exhibit specimens of writing in fair exercise books, each exercise to be signed and dated by the pupil.
16	......	(*d*) To write from dictation five lines from a book equal in difficulty to the reading book in use.
24	......	(*e*) To translate into English five lines from any book equal in difficulty to Brief Sketches of Europe.
24	... ..	(*f*) To answer questions on any approved grammar equal in difficulty to Dr. R. Morris' Grammar (Macmillan's Primer Series).
112		
48	3rd Head (Mathematics).	(*a*) Arithmetic—as far as the fifth standard with the addition of Practice and Simple Proportion.
32	......	(*b*) Euclid Book I, to the end of the 16th proposition.
80		
32	4th Head (Geography and History).	(*a*) The Geography of Asia as contained in Clyde's elementary Geography or any similar book.
32	......	(*b*) The History of India as contained in Chapters I—IX of Morris' History of India or any similar book.
64		
		SEVENTH STANDARD.
		The Middle School Examination.

(By order of His Grace the Governor in Council.)

(Signed) R. DAVIDSON,

Chief Secretary.

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